

The **WESTERN SCHOOL JOURNAL**

Noble, Alice A.

BIRTH

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

What does it take to make a rose
Mother-mine?
The God that died to make it knows
It takes the world's eternal wars,
It takes the moon, and all the stars,
It takes the might of heaven and hell
And the everlasting Love as well,
Little Child.

—Alfred Noyes.

Winnipeg, Man.

December, 1927

Vol. XXII—No. 10

MULTIPLYING MINUTES

in school by ? gets correct
RESULTS

THINK! In the average one-room school your child is entitled to only 2 Minutes per subject per day. Next to the Teacher,



Model W

Moyer Furnishings and Equipment are the best means of Multiplying Minutes.

Comfortably seated in MOYER'S quarter-cut oak CHAIR DESK, the pupils settle down to work quickly.

Consider! MOYER'S NEW HARTER SEAT WORK promotes the teacher from the Corrective to the Directive position, and urges the pupil on by the inner consciousness of work correctly performed.

See! **STERLING LIFE LONG BLACKBOARD**

Every
Word
and
Figure
Stands
Clear

STERLING SLATE
BETTER  BUILT
**A MANUFACTURED
BLACKBOARD**

No Crack
Or Chip
To
Mislead
The
Pupil

AWAKE is every pupil in the fresh air supplied by Moyer's Clean Air Ventilating System.

DRY? Not while pure water is supplied through a Moyer Sanitary Drinking Fountain that needs no cup.

SANITATION that encourages regular Health Habits is now possible for every Rural School, through Moyer's Indoor Sanitary Toilets.

HEALTH—REGULAR ATTENDANCE—PROGRESS

Moyer School Material Multiplies Minutes

E. N. MOYER COMPANY, Limited

"Canada's School Furnishers"
Since 1884

110-120 PRINCESS ST., WINNIPEG

TORONTO

SASKATOON

EDMONTON



Books on Various Subjects Just Published

A Short Anthology of French Canadian Prose Literature

Edited by W. A. R. Kerr, M.A., Ph.D. Dean of the Faculty of Arts and Sciences,
University of Alberta Cloth \$1.00

For the first time there has been published an edition of some representative examples of French Canadian Prose Literature for the Schools.

Eight selections are contained in the volume, all of them complete or at least comprehensible within themselves.

The types comprise the tale, the Short story, the Historical Novel, the Novel with a Purpose, History, Biography and Public Speech.

The range in time covers practically the past 75 years, beginning with Poitras' "Histoire de Mon Oncle", 1845, and closing with an extract from Senator Chapais' "Marquis de Montcalm", 1911.

Short notes on the Authors will be found grouped after the Texts

A Book specially prepared to meet the requirements of the Canadian Schools.

Outlines of British Social History

By E. H. Dance Clo. Illus. \$1.25

This is a short social History of England for children from 12-13 years of age.

A survey of British History within limits coverable in two or three terms. Each chapter averages about five pages. Detailed exercises printed in smaller type at the end of each chapter. These include special source exercises including 31 carefully chosen source extracts. The connection between social and political history is shown. Two large Time Charts show contemporary events in (1) British Social History (2) General History, British and Foreign.

Twentieth Century Essays

Edited by W. A. J. Archbold \$1.75

The author has attempted to make the collection representative of the various modes of writing, and thinking current in the twentieth century, and the book illustrates the main directions in which the essay is developing in accordance with the modern taste of writer and reader.

A Century of English Literature—Poetry 1830-1880

Edited by A. A. Cock and M. J. Steel \$.75

This collection gives an excellent idea of the main lines of our literature between the French Revolution and the First Jubilee.

A Guide to Precise Writing

By W. J. Halliday, M.A. \$.60

This book is intended to suggest a method and provide exercises for a two year course. The exercises have been chosen with special regard to length and suitability of subject, and they have been carefully graded, the easier pieces being set at the beginning of each section.

A Progressive Geography—The World.

By C. B. Thurston, B.Sc., F.R.G.S. \$1.50

With the issue of the final volume this important work is complete and teachers of Geography have a progressive series covering the School Course up to Matriculation.

Book V. provides a course for the Matriculation year, which revises and carries to a further stage the work already done. It first deals with world features, such as structure and climate; then comes a more advanced treatment of the British Isles than was possible in Book I. followed by similar discussions of the Continents. This book has more than 100 Maps and diagrams, with questions and a useful index.

OUR LATEST EDUCATIONAL CATALOGUE
MAILED FREE UPON REQUEST

Longmans, Green & Company

210 Victoria Street

Toronto—2. Ontario

ANOTHER WONDERFUL OPPORTUNITY TO BUY **Holt, Renfrew Furs for Christmas** **AT JANUARY SAVINGS**

OWING to the phenomenal response to our last year's December Fur Sale and the appreciation expressed by our many out-of-town customers of the wonderful opportunity provided to purchase Furs for Christmas Gifts at January Savings, we have decided this year to again start our Annual January Reductions one month earlier.

BEGINNING DECEMBER 1st, we offer a splendid assortment of high grade Furs of every description for Men, Women and Children at Discounts of

20% to 35% off Regular Prices

Buy Your Fur Coat NOW On Our BUDGET BUYING PLAN

If you live out-of-town, write today, stating your requirements, exact bust measurement, height and weight, fur desired, approximate price, etc. Selection of Furs sent by return express for approval in your own home, without charge or obligation. Deferred payments arranged, if you do not wish to make an all cash payment.

HOLT, RENFREW & CO. LTD.

FURRIERS SINCE 1837

Portage and Carlton

WINNIPEG

UNIVERSITY OF MANITOBA

Winnipeg

OFFERS, AMONG OTHERS, THE FOLLOWING COURSES:

Through its FACULTY OF ARTS AND SCIENCE courses leading to the degrees of B.A. and M.A.; and B.Sc., including B.Sc. (Phar.), and M.Sc.

Through its FACULTY OF ENGINEERING AND ARCHITECTURE courses leading to the degrees of B.Sc. (C.E.), B.Sc. (E.E.), M.Sc. and B.Arch.

Through its FACULTY OF MEDICINE courses leading to the degrees of M.D. and C.M.

Through its Faculty of AGRICULTURE AND HOME ECONOMICS courses leading to the degrees of B.S.A. and B.Sc. (H.E.).

Through MANITOBA LAW SCHOOL, an affiliated institution, a course leading to the degree of LL.B.

FOR TERMS OF ADMISSION, DETAILS OF COURSES
AND OTHER INFORMATION, APPLY TO

W. J. Spence, Registrar, University of Manitoba, Winnipeg

SCHOOL PICTURES

We carry an immense stock of PICTURES suitable for schools, and invite correspondence from Teachers and Trustees. Assortments of Unframed Pictures will be sent on approval if desired.

Richardson Bros. Art Store

332 Main St.
WINNIPEG, MAN.

We wish all the
Teachers and Friends

**A Very Merry
Christmas
and a Happy
and Prosperous
New Year**

ROBINSON & CO. LIMITED

398-408 Main St. WINNIPEG, MAN.

The Western School Journal

VOLUME XXII.

NUMBER 10

Contents for December, 1927.

EDITORIAL—	
Practical Education	361
Dominion Educational Association	362
DEPARTMENTAL BULLETIN—	
Canada in the Council	363
A New World or the League of Nations	364
Public School Geography—Stevenson and Baragar	364
Matriculation to Royal Military College, Kingston	364
Lantern Slides	364
Re Programmes of Study	364
First Class Professional Examinations December, 1927	365
Licenses and Certificates	365
Short Second Class Normal School Session, 1926	365
Summer School	365
TRUSTEES' SECTION—	
How a Parent Teachers' Association Can Help	366
SPECIAL ARTICLES—	
Oral and Written Expression	368
Ancient Maps and Mapping	370
ELEMENTARY—	
Animal Lesson	373
BOOK REVIEWS	
CHILDREN'S PAGE—	
"While Shepherds Watched their Flocks by Night"	375
Editor's Chat	376
Our Competitions	376
A Queer Christmas	378
RURAL SCHOOL SECTION—	
Winter Nature Study—Frost Forms	380
Seatwork—Quantitative Phase	381
Experimental Method of Approach	382
Flash Devices	383
Value of Speed	384
HEALTH DEPARTMENT—	
Excerpts from an Address by Dr. E. W. Montgomery	385
THE NEW CURRICULUM—	
Question and Answer	388
NEWS AND GOSSIP—	
Convention News	390
MANITOBA EDUCATIONAL ASSOCIATION—	
A Discussion of Report of Sub-Committee on Mathematics	397

President - - - - -	A. W. HOOPER
Editor - - - - -	W. A. McINTYRE
Assistant Editor - - - -	HILDA HESSON
Business Manager - - - -	F. A. ALLDEN

Business Address:
Cor. Ellen & William Sts., Winnipeg

Directors

D. M. Duncan, A. C. Campbell, D. McDougall,
W. A. McIntyre, A. W. Hooper, C. W. Laidlaw,
E. J. Motley.

Terms of Subscription

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

Kindly mention the Western School Journal when writing to Advertisers



THE PAINTED FROG

The Wonderful Amphibians

**A New Nature Lesson
FREE TO TEACHERS**

Complete with Lesson Outline,
all Teaching Material and 32
Pictures Illustrating the Subject

A Lesson Unexcelled in Interest and Wonder

They are the true aristocrats of the earth, so far as age confers distinction. They were the Columbuses who discovered the dry land of the earth. The world and its fullness were theirs before even the reptiles rose and conquered. And these creatures relive their wondrous history before our eyes, presenting to us a life-story as astonishing as anything imagined in fiction. Who, if he did not know the strange secret, could answer this conundrum? What is it which first lives in water and drowns in air, next lives in air and drowns in water, then buries itself at the bottom of water and breathes nothing? That is, in a sentence, the life-story of the common American frogs.

The Book of Knowledge

Makes learning a delight with 15,000 pictures that teach,
2,200 in colour, 1,200 in gravure.

FREE To Teachers

Without obligation please send me the illustrated nature lesson "The Wonderful Amphibians", together with the lesson outline for teaching it.

Name.....

Address.....

School.....

THE GROLIER SOCIETY LIMITED

Publishers

The Book of Knowledge

Tribune Bldg.

Winnipeg, Man.

W.S.J.—Dec.

DO YOU KNOW?

How is a frog different from a toad?
Can toads live sealed up in rock or
coal for ages?

Do all frogs go through the tadpole
stage?

Where do frogs live in the winter?
Do the parent frogs care for the
young?

Do you know any superstitions about
toads?

How are toad eggs different from frog
eggs?

How does the colour help the eggs?
What kind of frog hatches the eggs
in his mouth?

How long is it before the tadpole
becomes a frog?

Kindly mention the Western School Journal when writing to Advertisers

The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXII.

WINNIPEG, DECEMBER, 1927

No. 10

Editorial

PRACTICAL EDUCATION

In one of his addresses Dr. Charters gave two fine illustrations of the need for revision of the Curriculum.

His first illustration was taken from spelling. He gave figures to show just how many words people require to spell correctly in life, and contrasted this requirement with the material found in the old time spelling books and in some modern books. His conclusions were exactly in line with the Statement in the Tentative Curriculum for Grades I to VI.

The second illustration was taken from the course of study prescribed for students about to become chemists. He found that they were asked to spend a year and a half on Latin—studying both authors and the grammar of the language. In actual life all they require is knowledge of about seventy words or phrases, which because of their common use in English, can be learned by an apt pupil in a couple of hours. Why all the show of Latin when the study is not needed?

Now, there is something in this argument, but it may be pressed too far. Latin may not be necessary for practical uses of life but it may be useful in another way. Man is more than a chemist. General culture is indeed often more important than vocational skill and knowledge. Yet it is possible that for general culture the study of English or Science might be of more value than the study of Latin.

Some years ago I saw a man in the Pabst Brewing Co. in Milwaukee who was corking bottles. He had been at the work for six years. He was making more money at it than he would make at anything else, and he was worth more than anybody else. Some one ventured to remark that "he was a corker." Now, would it not have been a narrow course of study that confined itself to giving lessons on corks, bottles and beer because that is all this man required an acquaintance with in his business? As a matter of fact this man's business was only secondary. He had home duties, duties as citizen, duties social and political, that meant much more than duties in the shop. The preparation for duty as a worker is important but the preparation for the manifold duties of manhood is still more important. It may be that the study of Latin gives a culture that many require. It may be that other studies can take the place of Latin. But the man whether he be bottler or chemist cannot be sacrificed to his calling.

This principle has an application that is wider than the schoolroom. In modern industry the man is often sacrificed to the machine. It is tragical to note how shrivelled a man's soul may become when he is compelled to spend his whole life in fitting bolt number 267 into Ford Cars. In business as in school a way must be found "to keep the soul regnant." This is the fundamental consideration in preparing curricula and in transacting business affairs.

DOMINION EDUCATIONAL ASSOCIATION

The teachers of the Province were glad to welcome the members of the Dominion Educational Association at their meeting in Winnipeg in the early days of November. The discussions centred largely in the problem of technical education and higher education. Next meeting, we understand that elementary education and teacher training will be up for discussion. It is good policy for the Association to emphasize one or two topics in this way at each meeting.

The guest of the Association at this meeting was Dr. W. W. Charters of

Chicago University, who discussed Curriculum Making. In the afternoon he described the method of preparation and revision of curricula in such cities as Denver, St. Louis and Chicago. In the evening he gave the argument for revision in order that programmes of study might meet the practical needs of the students. His two addresses were much appreciated and will surely be of help to those entrusted with revising the curriculum for Manitoba Schools.

CHRISTMAS TREES

There is no real reason why every family should not have a Christmas tree! Last year in North America six million trees were used or about one tree to ten people.

The question arises—Where do our Christmas trees come from? How long does it take them to grow? Are we devastating our forests by brightening up the homes and making millions of youngsters happy at Christmas time?

Such eminent authorities as Dr. C. D. Howe, Dean of Faculty of Forestry, University of Toronto, and others say "No." Dean Howe says "an area of 20,000 acres—just thirty square miles—if set aside and managed for Christmas tree production, would supply the present demand for each year for all time." The average size of trees sold in New York last year was six feet. From the Nursery Station at St. Williams we learn that Christmas trees (white spruce) of this size can be grown inside of ten years. We find further that spruce of average Christmas tree size in the forest are about fifteen years old, or twenty years for trees of eight to ten feet in height.

From this it would appear that the Christmas tree industry is not going

to impoverish the country, but is a legitimate trade. However, in taking out Christmas trees certain rules of conduct should be observed. For example to cut the top off a perfectly good tree and leave the body to rot in the bush is criminal waste and unworthy of a self respecting citizen. But to go into the bush and make a selection, cutting where the trees are too dense will do no harm. Further, by using balsam or cedar as Christmas trees you would be utilizing the "wood trees" which have little or no value for other purposes. True, the cedar might grow into a fence post, but the balsam has little value and is such a prolific reproducer that ones taken would soon be replaced.

It has come to our attention that vandalism in taking Christmas trees from other people's property,—even to poaching on private plantations—is prevalent. This is a question of public morals which should not be tolerated by any community.

A little thought and care in the selection of Christmas trees will offset any possible harm, and may introduce much happiness at the Yuletide gatherings.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

CANADA IN THE COUNCIL

(By Chester Martin, University of Manitoba)

The departure of Senator Dandurand for a meeting of the Council of the League of Nations is an occasion for some serious thinking in Canada. Senator Dandurand will be one of fourteen men who will deal with some of the most important international problems in the world today. The Council does more than discuss these things and reach decisions. It acts upon them. What does this mean for Canada?

Let us remember that it is not Senator Dandurand but Canada that votes and decides and acts. Our representative at the next meeting of the Council may be Mr. Rowell, or Sir Robert Borden or Mr. Lapointe, but the League knows only Canada. It was Canada that was elected a member of the Council at the regular meeting of the Assembly of the League last September. Canada will be a member for three years, and it is worth recalling how this country came to occupy that position.

Our membership in the League in the first place was not merely an empty compliment paid to Canada at the Peace Treaty. It was sought by Canada. In a sense it had to be fought for by Canada; for Sir Robert Borden took the precaution to get the support, in writing, of Mr. Lloyd George, Premier of Great Britain, and of Mr. Clemenceau, then Premier of France, for our right to join the League as a separate nation. It required a very

sharp skirmish at the Conference to win that position. But it was won; and the Covenant of the League is the Charter of our position among the nations of the world.

But this is not all. Every year a certain number of nations are chosen from the Assembly of the League to act with the five Great Powers on the Council. In 1926 there was a possibility that Canada might be elected had she been ready to act. But there were elections taking place in Canada at that time, and no permanent policy could be laid down. This year the whole relation of Canada to the League came under review at Ottawa; and in deciding to offer the name of Canada for election to the Council of the League last September the Dominion undertook—deliberately and of our own free will—some of the gravest obligations in the world today. In that spirit Canada was elected.

In a sense our legal obligations remain exactly what they were under the terms of our solemn treaty with more than fifty nations in the Covenant of the League of Nations. But think of our moral obligations. Next to the stand of Canada in joining the League in the first place this is surely one of the boldest decisions that Canadian statesmen have ever made. It means that Canada has decided it is impossible in this world to live for ourselves alone; that for weal or for woe we belong to a community of nations that

must stand or fall together; that our name, our ablest men, our resources if need be, go for what they are worth into the common stock of civilization; that for three years at least we are to be not idle spectators but active agents in safeguarding the peace of the world.

This may mean more to Canada than it does to the world. Our departments must be organized at Ottawa to deal

with world problems. Our people must hear more about them, must discuss them, must reach decisions perhaps about some of them. Canada's determination in 1919 to join the League and in 1927 to act, if elected, upon the Council of the League may one day be looked upon as two of the most momentous decisions in the history of this country.

A New World or the League of Nations

This little pamphlet, published by the League of Nations Society in Canada, has been authorized for supplementary reading in the History Course, Grade X. It will not form any part of the course for examination purposes but all students applying to write upon the Grade X examination will be required to have their teacher certify on the application form that they have read this pamphlet carefully. In the case of students in the Collegiate Institute of the Province such a certificate must be furnished when the standing of the pupil for Grades IX and X is submitted to the Department of Education under the Regulations.

Public School Geography—Stevenson & Baragar (W. J. Gage & Co. Ltd)

This text has been authorized for use in the schools for the year ending June 30th, 1928. The Advisory Board hopes to receive any criticism on this text that teachers have to offer after they have used it for a time.

Matriculation to Royal Military College, Kingston

In the 1927 Calendar for the Royal Military College French is laid down as one of the subjects in which Matriculation pass standard is necessary to qualify for entrance. Principals of schools are asked to bring this to the attention of their Grade XI classes.

Lantern Slides

As a result of the keen interest displayed by teachers and school children in the growth of Manitoba's industries, the Industrial Development Board has recently prepared a set of forty-three lantern slides, depicting the industries of Manitoba and the manufacturing operations carried on in them. The slides show the large factories of the Province, the power plants, and in many cases the employees are seen at work in the factories. Mr. S. T. Newton, Director of Technical Education for the Province of Manitoba, has written an interesting talk to go with the slides. His lecture gives a lot of striking facts and figures showing how far the prosperity of Manitoba depends on the development of these industries.

The Industrial Development Board is anxious to have these slides shown in all parts of the Province and will lend them to schools having facilities for showing them. The slides are standard size, four inches by three and a quarter inches. Principals or teachers interested should write to the Secretary of the Industrial Development Board, ground floor Confederation Life Building, Winnipeg, asking for the slides and for other information dealing with industrial subjects.

Re Programmes of Study

Teachers will please take note that the general Programme of Studies as well as the School Curriculum and Teacher's Guide is the property of the school district and must be left in the school, not carried away when the teacher leaves the district.

First Class Professional Examinations December, 1927

The time-table for the First Class Professional examinations to be held in December, 1927, is as follows:

Tuesday, December 27th:—

9 to 12 — Psychology.

14 to 17 — History of Education.

Wednesday, December 28th:—

9 to 12 — Philosophy of Education.

14 to 17 — Progressive Methods in Teaching.

Thursday, December 29th:—

9 to 12 — Educational Tests and Measurements.

14 to 17 — General Method.

Friday, December 30th:—

9 to 12 — The Teaching of English.

9 to 12 — The Teaching of Mathematics.

14 to 17 — The Teaching of History.

14 to 17 — The Teaching of Science.

If your Part "B" Option is not given in the above time-table it will be placed for Friday, December 30th, from 9 to 12.

Regular application forms are now required from all who propose to write on the First Class Professional examination, or part thereof. These forms may be had from the Department of Education on request. All applications for the December Examinations must be in the hands of the Department not later than Thursday, December 1st.

This examination may be written in Winnipeg in the Department of Education; in Brandon at the Normal School; elsewhere, under the supervision of any Inspector **at his headquarters**. The practice of forwarding First Class Professional papers to any other presiding examiners has been discontinued.

Licenses and Certificates.

A great many Teachers' Certificates expire as a license to teach on the last

day of the year. Each teacher who has not obtained a permanent certificate should without delay examine his or her certificate in order to ascertain if it will be valid during the coming year. If the certificate in question has expired and the holder is entitled to more teaching privileges, the matter should be taken up with the Department immediately. **In no case should any teacher open school at the beginning of the new term, unless in possession of a valid license, or written authority from the Department.**

Short Second Class Normal School Session, 1926

Teachers who completed the Short Second Class Session of the Normal School in December, 1926, will now be nearing the completion of their first year of teaching. The interim license which was issued to them at the close of the Normal School Session is valid only until December 31st, 1927. These teachers should communicate with their Inspector asking that he recommend to the Department that their permanent Second Class Professional Certificate be issued to them. They should also forward to the Department the Reading Course Certificate indicating that they have complied with the regulations in this respect. We should like to point out to this group of teachers that they may not continue to teach unless they hold a valid license to do so. **The responsibility of having his or her license made permanent, or the Interim license extended, rests entirely upon the teacher.**

Summer School

The Calendar of the Manitoba Summer School for the Session of 1928 is now ready. A copy has been mailed to each teacher in the Province. If any teacher has not received a Calendar, a copy will be sent if a request is made to the Secretary, Manitoba Summer School, Department of Education, Winnipeg, Manitoba.



Trustees' Section

We are glad to announce that the members of the Executive of the Manitoba Trustees Ass'n have made themselves responsible for supplying material for the Trustees' Section of the Journal. Each member of the executive will take a month and will supply an article. In the present issue Mrs. Alma Graham McArthur has contributed an interesting article which we commend to all trustees and others interested in education. The Journal is very pleased to have this section provided for in this way.—(Editor's note.)

How a Parent Teachers' Association can help

There is an old "recitation" well known some years ago, which tells of the anxiety of Johnny's many relations to take him to the circus, and discloses that after a hectic day of arm-pulling and pushing, the poor little fellow went wearily to bed,—the only one who had not seen the show. The intentions of Johnny's relations were, according to tradition, of the best, but each one had his or her own idea of what Johnny must not miss, with the sad and regrettable result that he was whisked hither and thither with such vigor and speed that he missed it all.

In these days, when co-operation is so popular a spoken, if not an actual motive, these relations who contemplated taking Johnny to the show would have called a meeting, elected a chairman and secretary-treasurer, and proceeded to the formulation of their aims and objects, which would undoubtedly have ultimately resulted in the appointment of a delegation to pilot Johnny in a sane and orderly

fashion through the circus, and acquaint him with the names and habits of the various wild animals, etc., remembering all the while that Johnny is that "baby dear, out of the everywhere into here" — and is entitled, from adults, to be approached in terms of his understanding and requirement. In all probability, Johnny under these conditions would go happily and satisfied to rest even though lion populated dreams might follow.

Under the present compulsory Education Act and the common Law, every child has two outstanding relations—his school teacher and his parent. Manitoba apparently has not yet learned that these two important relations of the child could increase their respective contributions if they met more frequently and made mutual discoveries of the other's aims. They might even profit by explaining politely what they would like the other to do, or leave undone, in relation to their mutual interest.

The country needs better parenthood as well as better teacherhood, and public opinion is beginning to intimate that she needs it more. Teachers must be trained for their job, but parents are practically never trained, and many have no natural ability. The wail is all too common—"I've tried and tried, and I just can't do a thing with Johnny—he won't mind a word I say." The question is, what did the parent try? And what did the parent say? Has that parent ever tried to find out **what** to do or **what** to say?

A Lawyer or Doctor or Mechanic or plumber must each learn his job, why not then the parent who is entrusted

with the most important job in all the world, that of creating a new citizen.

Where did Johnny get his temper tantrums? He was not born with them. They were made. Why did Johnny lie at ten years? Something is wrong at home, or at school. However blind parent and teacher are to their own defects, they together should be able to find the cause of the trouble, and devise a cure.

There are in other Provinces of the Dominion, and in the United States of America, splendid examples of what may be accomplished by united effort. Groups of sympathetic men and women, composed of parents and teachers, have formed associations of such membership and strength that they are not only solving local problems, but are greatly influencing educational legislation. These groups are non-partisan and non-sectarian; neither politics nor denominational differences are discussed, and no political candidates endorsed. Quoting from the constitution of the Parent Teachers' Association of British Columbia, the association aims to raise the standard of the home and of the school, to co-operate with the school in promoting the welfare of the child, to study child problems, and to foster a high ideal of true citizenship and patriotism. Teachers and parents of pupils past and present, or any adult residing in the district who is in sympathy with the aims may be members. It is paramount that it be not only understood but felt that the Association belongs equally to parents and teachers, and that it be never forgotten that it exists for the benefit of the child. Through this partnership of parents and teachers, the influence of good teachers is increased. Parents who misunderstand the purposes and methods of the school will get correct views, and will sympathize with difficulties instead of being antagonistic, and, on the other hand, the teachers see their work in relation to the home life, and keep out of the rut of classroom routine. The problems and difficulties of school trustees are better understood. The residents of a community are brought

in touch with one another in the school. This acquaintance breaks down prejudices and misunderstandings, and the common ideal fosters confidence and loyalty. The desire is created for better home life, better support for teachers, better conditions for teaching by supplying better school equipment, wider use of the school buildings, and better knowledge of how money is invested in education. The reaction of this parental interest and understanding on the attitude of the child toward school cannot be overestimated. An interested parent almost invariably means an interested attentive child. And again, it should be pointed out that an interested parent is not one who checks the marks obtained on the spelling and arithmetic tests, but the one who congratulates both child and teacher when they are good, and helps the teacher to find out why, when they are poor.

There is a natural and logical growth of activities from the formation of these associations, and nowhere are there greater possibilities than in rural schools. Providing equipment and means for hot lunches for children who often have to walk miles to school, provision for libraries, both for children and for adults, in which parents may find literature on child care and training, and obtain the best English poetry and prose to read to, and with, their families. The school may be beautified within by good pictures, and by gardens and trees without.

Athletics and physical training may be arranged and encouraged by prizes on sport days.

Public opinion may be educated to demand better moving pictures for children.

A campaign for freedom from communicable diseases, including the common cold, may be arranged.

The system of education itself may with profit be studied and debated. Is the curriculum suited to our needs? Is it being properly taught? Is there enough supervision for the inexperienced teacher? Is the money raised for schools levied fairly upon all? Should

the property holder alone maintain the public schools? Do all children have an equal opportunity for an education? Is there more care required for children with defective teeth, eyes, hearing, tonsils? And how can this be obtained? What is the responsibility of the state toward the child? A concentration of thought upon these subjects is bound to be helpful, and eventually will lead to needed reforms.

From the standpoint of the school Trustee, such a friendly constructive spirit as may be developed in the community through Parent Teachers' Associations would make his work a thing of beauty and a joy forever, and make himself an instrument only, which carves for his community a monument to the glory of fine citizenship and cuts its name—The School.

—Alma Graham McArthur.

Special Articles

ORAL AND WRITTEN EXPRESSION

If pupils are to speak and write well they must have something to say. "There is all the difference in the world between having something to say and having to say something."

The something must seem to be of value to the pupil or he will not say it clearly, effectively. This is the first principle of procedure in teaching composition.

It matters little whether a pupil repeats a story he has heard or whether he invents it; whether he describes what he has seen or read about; whether he explains what has been suggested by his studies or what has arisen in experience outside of school; it matters not whether he is writing a letter or preparing a speech, or making a memorandum—he must be sold to the exercise, if it is to be worthy. "Nothing without motivation."

When one is enamored of a thought he will find a form of expression adequate to the occasion, or at least the best form of which he is capable. What seems effective or beautiful to him may of course not seem so to the teacher, but it may be so to his class-mates, and that is far more important. It is even more important that it should be really satisfying to himself. A composition or speech should be a form of adventure and not a mechanical performance. All adventure should have in it the element of delight. Composition should not be drudgery.

Now, when one has a thought which he so prizes that he is uneasy until he gives expression to it, he will naturally do two things that are of importance. He will strive to get the items composing the whole thought in proper order, so that his recital will be easy for him and his audience, and he will strive to use such words, pauses, and inflections of voice as will make his hearers understand and appreciate what he is saying. If he is very much in earnest he will go even farther than this intuitively. He will parallel his speaking by appropriate gestures and actions. Similarly if he is writing he will try to express himself as logically as possible, and will try to make the form worthy of the thought—if only he is in love with his subject, and if his readers or hearers are appreciative. His first blundering attempt will not be enough. The expression must be re-ordered, corrected, polished until it is worthy of production.

Can we get this in school? The answer is that we can get anything we wish from pupils if we only wish it with a whole heart, and if our attitude to pupils is such as to command their affection and respect. Even the dullest lesson in history may come to life when a pupil is encouraged to present the pictures in his own way. Compare the story of Joan of Arc in the authorized text with the story told in "Stories of Old France" by

Pitman, or the story of the Danish invasion in the text book with the story in "The Iron Star" by J. Prentiss True. When pupils have read the story of "The Battle of Hastings," let one write an account as if he were a British soldier, another as if he were a Norman soldier. Let still another write William's letter to his family in Normandy, and another break the news to the family of Harold. The four accounts will have individuality. Similarly let pupils describe four different bird's nests rather than the same one. Let there be an opportunity for original effort, so that pupils may take pride in performance.

It is not difficult to get pupils to analyze a thought so as to get its parts in proper order. The programme presents one illustration. Narrative presents no difficulty, since the proper order is the order in time, unless this is departed from for the sake of effect. So important is order that much of the best work that can be done by pupils is preparing outlines for speeches and compositions — even though these are never made the basis for completed expression. If the making of outlines by pupils would stop the habit some teachers have, of giving outlines, it would be a welcome change in educational procedure.

The mechanics of oral expression—pronunciation, enunciation, posture, facial control, are naturally taught at set periods. The teaching should be definite and repeated until habits are formed. But even more important is it to give pupils a motive for speaking well, so that they will because of an inner urge attend to all these things in speaking to an audience. Similarly if written work is to be preserved, or publicly presented, every pupil who has pride will wish to have it perfect in all matters of form. The teacher's only problem is to keep alive the feeling of pride. The result cannot be achieved by coercion nor by asking all pupils to follow a fixed standard. A certain writer asks this question: "Have you ever considered that when a girl sits in her chair and is being

waited upon she is one creature, but when she is doing the waiting and when the refreshments are dainty she is quite another being?" Can we not apply the thought suggested in this to all work in expression—oral and written?

But is it possible to get pupils of Grades V. and VI. to make a wise choice of words? Certainly it is. Ask them for instance to give the pictures on the following sentences:

He ran down the hall; He ambled down the street; He skipped lightly; He meandered through the hills; He walked homeward slowly; He waltzed around the room; He tramped through the woods; He danced to the music; He hopped out of the way; He leaped over the fence; He roamed abroad; He sneaked around the corner; He raced to the front; He trotted by his father's side; He jumped ecstatically; He pranced for joy.

This is but the beginning of such exercises. After a time there will develop an appreciation of words. Later the girls will note the language of ladies they admire, and boys will imitate the expressions of their adolescent companions. (Sometimes this is their undoing, for in the adolescent world are only 'guys' and 'dames', and everything is either 'jake' or 'bunk.' (Yet occasionally when a girl worships her teacher she delights to dress like her and speak like her; and if she is a good reader, it is not uncommon for even the boys to catch her spirit and to use phrases found in the selections of their choice. So the school is not completely helpless.

Any one reading the little poems printed in the programme will note how some children have an ear for words. This power of appreciation can be developed to some degree in all pupils, but only when their teacher loves good literature and has imagination, and is a good reader.

These random remarks on expression emphasize one thought throughout—

that real expression is not a formal exercise but a spiritual performance, not a task but a delight, not the result of compulsion but of impulsion. And when thought is right, form must be

right, "if one is to escape literary suicide." So let us fill the hearts of children with warm loving thoughts, "for out of the abundance of the heart the mouth speaketh."

ANCIENT MAPS AND MAPPING

Second of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

Maps are by no means a modern invention. So far as we have any records, even peoples of the earliest civilization felt their necessity. Just when the first crude representations of the earth's surface were produced we have no means of knowing. The first were probably temporary only; evanescent drawings scratched in the sand with a pointed stick as a means of conveying information from one to another regarding routes of travel:

Perhaps there were semi-permanent materials upon which such representations could be carried around; the charcoal markings upon a piece of bark, the scratching upon a shell, the indentations upon a slab of dried mud. Perhaps there were methods of indicating the length of a journey; so many stuns pictured upon the drawing meaning so many days, a moon meaning a lunar month. Perhaps there were methods of indicating difficulties of travel; intervening hills on land journeys and rough going for water journeys.

When we are groping into the beginnings of such things everything becomes misty before our eyes and we can hardly do better than speculate, with the more recent examples of primitive peoples with whom the civilized white man has suddenly come into contact as a guide. There would be, for instance, the merest shade of a difference between pictorial writing and the rude sketch maps. A drawing of a tree would represent a forested

country; a whale in the water would represent a deep sea where whales abound. And not content with picturing features that they did know, they would picture features that they did not know. To them, in their awakening intelligence, the land beyond their knowledge, because it was unknown to them, would be full of danger. It would be peopled by awesome beings, creatures to strike terror into the heart, and so such creatures would be pictorially represented. Witness the dragons of ancient legend, the griffins, the sea-serpents, and the host of other fabulous animals that were ready to wreak their vengeance on the unwary man, and that were a standing invitation to the heroes of ancient mythology to come forth to do them battle.

As recently as 1632 Champlain's map of Canada as a French Colony—La Nouvelle France—shows spouting whales in the Atlantic Ocean and in Hudson Bay, also sailing ships, porpoises, seals, and fish of size to nonplus the ablest fisherman. As for the land area, it shows a multitude of hills in Labrador, indicating rough country, it shows many trees and in some places Indian habitations and even cultivated lands.

In two of the most ancient civilizations, those of Babylon and Egypt, the economic value of making surveys was early recognized. Five thousand years ago a cadastral survey for purposes of taxation was already being carried out in Babylonia. Today we have the modern counterpart in requests that are received by the Topographical Survey, Department of the Interior, from western municipalities for the areas of all the farm units in order that they may properly enforce that

very necessary function of levying and collecting their municipal taxes.

The river Nile in those early days annually flooded its shores as it does today bringing to the flooded lands renewed fertility for the production of crops. These floods would often destroy or obliterate the land marks and those who occupied the lands were under the necessity from time to time of re-establishing their boundaries. Out of this necessity arose methods of surveying in which instruments of considerable precision were used. Facts which have been brought to light regarding the dimensions of the pyramids show that the Egyptians were past masters at the art of measurement.

In the early history of China, when we go so far back that the history merges into legend, we have references to surveys. It is related that in the Yao dynasty, from 2357 B.C. to 2261 B.C., certain parts of the country were so thickly settled that the emperor, in an effort to relieve the situation, directed surveys to be made and information to be collected which had a direct relationship to the value of the soil for farming purposes. The soil was, in fact, classified into nine different classes and upon this classification was established the size of the holdings of each farmer, the amount of taxes payable to the state, and the system of education regarding agricultural methods and procedure.

Today, after a lapse of one hundred and forty generations, specialized maps containing much the same kind of information and serving much the same purpose, are issued in many countries of the world. In Canada, such maps have been issued by the Topographical Survey, Department of the Interior, for a number of years. They have been directed toward the work, not of relieving overcrowding—for it will be many years yet before our country is overcrowded—but of assisting settlement upon unoccupied lands.

The earliest attempts at surveying were undertaken for utilitarian purposes, and utility has been a dominant purpose ever since in the work of surveying and the production of maps.

But we must not forget that in their purely educational value maps offer a great deal to the student. Primarily, of course, they are indispensable in the study of geography, whether physical, political, economic, or whatever branch of geography is studied.

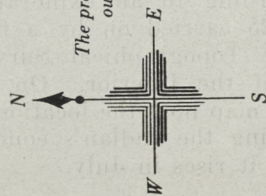
A map, properly read, may contain in it elements that relate to a half-dozen subjects, perhaps a little of history, a little of geology, a little of highway engineering, a little of the study of transportation generally, and of many others.

A map, to one person, may be only a map—a sheet of paper depicting thereon features of the earth's surface large enough or important enough to be shown. To another person, versed in the art of map reading, it would be a perpetual source of interest and even delight, something to look over and to study, something to reveal new and interesting information every time it is picked up and studied, something to enhance one's appreciation or regard for any particular locality. It has been aptly said that nowhere can a square inch of paper show more to the reader than on a map. But to get the most from that square inch one must really know how to read the map.

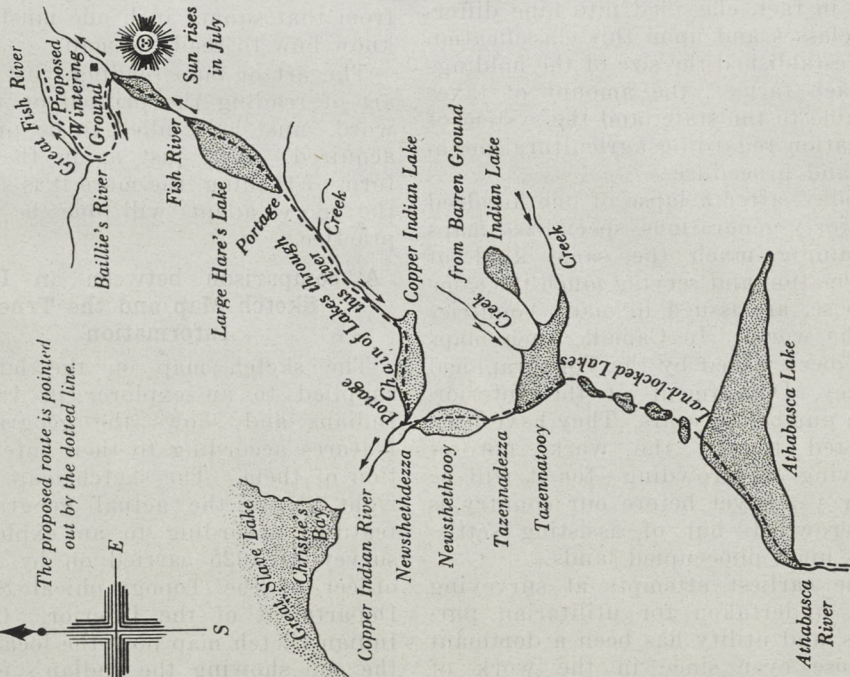
The art of map reading, just as the art of reading the printed or written word, must be studied to be properly acquired. And just as in the latter form of reading, the more it is studied, the more adept will one be in its practice.

A comparison between an Indian Sketch Map and the True Information

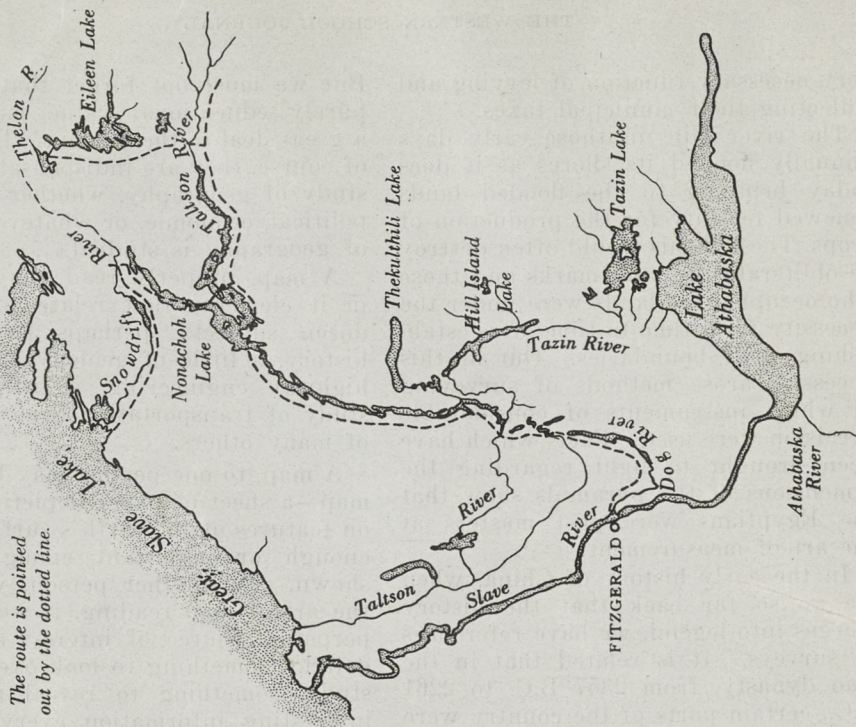
The sketch map on the left was supplied to an explorer in 1834 by Indians and shows the geographical features according to their interpretation of them. The sketch map on the right shows the actual geographical features according to an exploration survey of 1925 carried on by a field officer of the Topographical Survey, Department of the Interior. On the Indian sketch map note the location of the sun showing the Indian's conception of where it rises in July.



The proposed route is pointed out by the dotted line.



The route is pointed out by the dotted line.



Elementary

ANIMAL LESSON

Teach children to associate names of animals with their pictures; and incidentally to learn the chief characteristics of each animal. To do this two sets of cards are necessary—word cards, i.e., names of animals and cards on which are mounted pictures or silhouettes of the same animals.

Stand picture cards on ledge (beginning with a few).

Teacher says (showing card PIG): "This word says PIG. Mary, find the picture of a pig." Mary finds the picture of the pig.

Test each pupil with names of animals, one at a time. Then reverse the operation. Place word cards on ledge. Flash picture cards and see that each child in turn can find word belonging to picture.

When pictures and names have been learned have ready a set of cards showing characteristics of each animal as in following list:

cow	gives milk
dog	barks
pig	grunts
cat	says "Meow, meow"
hen	lays eggs
rooster	crows
elephant	has a long trunk
donkey	has big ears
duck	says "quack quack"
bear	hibernates
sheep	has wool
lion	roars
mouse	squeaks
camel	has two lumps
rabbit	is sly, has pink eyes
fox	is sly
horse	neighs
robin	chirps
goat	butts
turkey	says "gobble"

rat	gnaws
frog	croaks

Place cards containing characteristics on blackboard ledge. Show picture cards and have pupils find corresponding descriptions of animals.

Stand picture cards on ledge. Flash cards describing animals. Have children reach and get pictures as cards are flashed. e.g. When card, HAS TWO HUMPS, is flashed children immediately reach for picture of camel, etc.

Suggested Exercises for Later Reading

Put the cat, dog and pig behind the door.

Which animal (has a long trunk)?

Which animal (is sly)?

Which animal (gives milk)?

Put the animal that crows and the one that barks under the table.

Find the two legged animals.

Find the four legged animals.

Find the animals that have feathers.

Which animals give milk?

Which animals have horns?

Which animal sleeps all winter?

Bring me the animals that have fur.

Put the animal that roars in the cupboard.

The "Street Signs" Lesson

In this lesson the children are taught to read street signs and to understand the purpose for which the signs are used.

Printed cards:

Stop—Look—Listen

Boy Wanted

Come in

Gasoline

School—Drive Slowly

Post No Bills
 Bridge—Go Slowly
 Keep to the right
 No Dumping Here
 Please Close the Door
 Rooms for Rent
 Inquire at the Office
 Welcome
 Free Air
 Measles
 Scarlet Fever
 No Dogs allowed
 Exit
 Entrance
 Stop. Go
 Fire Escape
 Push Pull
 House for Sale
 No Admission
 Garage
 Sharp Turn

The reading of street signs should be taught in latter half of first year of school. Much of the vocabulary will be known and the rest should be developed gradually. Each sign should

receive a full discussion and the work should progress deliberately.

When several signs can be read by the class try an exercise similar to the following: Take the sign Scarlet Fever. Place on the board "Read and explain this sign." Then flash card containing sign. Pupils rise when ready to read and explain. Choose one pupil to read aloud. Have him come to front and explain in his own words just what the sign means to him. If others see points which he fails to bring out, let them add to his explanation. Proceed in this way till all signs that occur to teacher as suitable have been learned.

Encourage children to look for signs on streets and in stores and public buildings and report these signs to class with an explanation of surroundings.

The Bulletin Board can be used here to advantage. Suggest to children that they bring labels advertising different articles of commerce. Fasten them on board with thumb tacks and have class discuss them.

Book Reviews

Stories of Famous Pictures. Six numbers, each 25c. There are six pictures in each number and the setting and story of each is fully given. The stories are grouped as: 1. Legends of Old Greece. 2. More Legends of Old Greece. 3. At King Arthur's Court. 4. Tales of the Middle Ages. 5. Stories from our History. 6. More Stories from our history. The stories are well told. (Longmans Green, Toronto.)

Games Worth Playing. A little book that describes the ordinary games children delight to play, and many games that are new. A very convenient volume—McCuaig and Clark (Longmans Green).

Canadian Flag Day Book. A collection of prose and poetical selections all helpful in preparing programmes for Armistice Day, First of July and Empire Day.—Same publishers.

Children's Page

"While Shepherds Watched their Flocks by Night"

Like small curled feathers, white and soft,

The little clouds went by,

Across the moon, and past the stars,

And down the western sky:

In upland pastures, where the grass

With frosted dew was white,

Like snowy clouds the young sheep lay,

The first, best Christmas night.

The shepherds slept; and, glimmering faint,

With twist of thin, blue smoke,

Only their fire's crackling flames

The tender silence broke,—

Save when a young lamb raised his head,

Or, when the night wind blew,

A nesting bird would softly stir,

Where dusky olives grew.

With finger on her solemn lip

Night hushed the shadowy earth,

And only stars and angels saw

The little Savior's birth;

Then came such flash of silver light

Across the bending skies,

The wondering shepherds woke, and hid

Their frightened dazzled eyes.

And all their gentle sleepy flock

Looked up, then slept again,

Nor knew the light that dimmed the star

Brought endless Peace to men—

Nor even heard the gracious words

That down the ages ring—

"The Christ is born! the Lord has come,

Good-will on earth to bring!"

Then o'er the moonlit, misty fields,

Dumb with the world's great joy,

The shepherds sought the white walled town,

Where lay the baby boy—

And oh, the gladness of the world,

The glory of the skies,

Because the longed-for Christ looked up

In Mary's happy eyes!

—Margaret Deland.

EDITOR'S CHAT

Dear Boys and Girls—

About three years ago I gave you a tiny verse, and now I am going to repeat it to you because it is such a nice little verse for the Christmas season:

"What matters more or less sun in
the sky,
When all is sun within?"

I am quite sure that there is no other time in the year when "all is sun within" as it is at Christmas time. So much to make you feel sunshiny. The stores with their windows full of fascinating toys and decorations; the Christmas trees and holly everywhere; the festivities in the church, at school and at home. The delicious smells of baking cakes and frying doughnuts; the mysterious cracklings of paper and sudden closing of doors and drawers, and the excitement of wondering whether Santa Claus is going to remember you and if he does if he will get you just what you want. All these are things that help to "make the sun within," but more than all else to make this warm rosy glow, you must DO something for some one else. Of all times of the year Christmas should be the most unselfish. The time not when you are thinking so much of what **you** want or what **you** will get, but more of what some one else wants or needs, and how **you** can get it for them. Surely there is no pleasure in the world like the pleasure of giving gifts. Suppose you know your mother needs some new handkerchiefs, or

would like above all things a certain plant in bloom or a cake of some very nice soap, for instance, wouldn't it give you the warmest feeling of "sun within" to save and save and be able on Christmas morning to surprise her with one of these gifts? Outside your own family there is always some one to help, some one who will not have a Christmas without you. I am sure you have some toys you don't play with any more, some books you have read many times, wouldn't it be a splendid idea to get together some Saturday, mend and repair the toys, make new dresses for the dolls, fix up the books and then parcel them all up in Christmas paper and ribbons and send them off to some one, you will know who, who needs that Christmas cheer. Won't that make the "sun within" glow?

Have you read our lovely little verses this month? They were written by a woman who has written many clever novels and books and they make a very beautiful picture of the first Christmas Eve and remind us that underneath all the present giving, the parties, the decorations and the happiness, the real Christmas reason for the "sun within" is the great fact that 2000 years ago Christ was born in Bethlehem of Judea, and that ever since then people have known that it is more blessed to give than to receive, and that the song the angels sang was "Peace on Earth, goodwill to men."

May you all have the very HAPPIEST CHRISTMAS and the best New Year.

OUR COMPETITIONS

The prize goes to Florence Jones of Stonewall. Florence is eleven years old and has worked out a splendid list of presents which are not expensive, and which anyone could make. Leonard Mathewson of Stonewall gets **Special Mention** for his list too. In fact Stonewall boys and girls seem to be full of brilliant ideas and interesting

plans. **Special Mention** also goes to Florence Russell of Kaleida, Man., to Mary Rempel, Jessie A. McDonald, Frances Lillies of Stonewall, Man., Austin Mack, Oberon.

Honorable Mention goes to Vivian Olstead of Auburn, S.D., to Grace Alwer, Auburn S.D., to Agnes Lillies, Clair Murray, Jean Cross, of Stone-

wall, Gertrude Hunt and Lloyd Seward of Kaleida, Man.

Some of you are very ambitious, planning to make everything from overcoats to dumb waiters and party dresses.

Some of the suggestions are:

For Mother—An embroidered bed-spread, garters, handkerchiefs, aprons, spoon tray, slippers, candy, hand towels, buffet set, centre piece, cup-boards.

For Father—Socks, wool scarf, hand-made handkerchiefs, house slippers, tobacco, gun rack, sleeve bands, home made box.

For Brothers—Handkerchiefs, scarfs, books, socks, sleigh, tie.

For Sisters—Doll's dress, gloves, toque, handkerchief case, handkerchiefs, doll's scarf and hat, match holders.

Dear Sir:

I am going to tell you what I am giving the rest of the family for Christmas.

I deliver papers for a quarter a week, have saved up three dollars and expect in another month a dollar. For my mother I am making a box, three feet by two feet. I have the boards and I am preparing to make the box soon. My father lets me use his tools when I want them so I will not be in need of them. I am putting the box on a sleigh for one of the boys to carry her wood in for her. I am sending away for a shaving set for my father which will cost two dollars or two dollars and fifty cents. I am buying a fifty cent pencil for Ernest like the one I have because he has been asking me to lend it to him. For Wilfred I am buying a pair of mitts for fifty-nine cents. For Stewart I am buying a Zane Gray book for seventy-five cents and then buy some cards to send away with the rest of the money.

For my mother I bought a dresser cover stamped, on sale at Eaton's, for twenty-nine cents, it will take three and one half yards of lace

at ten cents a yard, and I have enough thread to work it.

I bought eighteen inches of handkerchief linen at fifty cents a yard and then hemstitched two handkerchiefs, one for my eldest brother and the other for father.

My mother cut an apron out of a flour sack and I sewed it and then worked it with blue, pink, red and green thread, this is for my oldest sister, the apron was about forty-eight inches long.

I brought for my second brother one half yard of fancy mauve elastic to make arm bands for him, at fifteen cents.

For my small sister I found a pink and white check piece of cloth with which I made a doll's dress, with lace on the neck and sleeves, the dress was about eight inches wide and eleven inches long.

The bed spread I am making for mother required about 90x70 ins. The hem I am putting on it is about an inch and half wide. I am working a big basket of flowers in the middle of it, and a little basket in each corner. It will be useful to put on the bed. I am making Daddy a book mark out of black velvet. I will put a star and an anchor out of gold cloth and fasten them on to the black velvet with gold colored thread.

I am writing to you telling you what I am going to give each member of our family.

I have a little baby brother that I am going to give a bib. It is going to be made of white oil cloth, cut in the shape of a cat, with straps from the ears, crossing at the back and fastened at the sides. The eyes will be made of red thread and around the outside of it I will put red thread in the blanket stitch.

To my parents I will give a spoon tray which will cost about a dollar.

And to my sister I will give a pair of linen tea towels that can be bought at about fifty cents already stamped for embroidery, which mother would embroider for me.

A QUEER CHRISTMAS

(By Marian Willard)

It was Christmas morning—the very day when twins should be having the merriest time in the world. But Betty and Bob were not merry at all; they sat and looked at each other and hardly knew whether to laugh or to cry.

"That letter is the best present we could have had, anyway," said Betty as she looked again at the big special-delivery stamp. "It means that mother is out of danger and we shall be at home in a month."

A month before that when mother was first taken sick, the twins had been sent to Uncle Ben's so that their own house should be very, very still. They had played on the big farm, had gone to school in the queer little old schoolhouse and watched for the rural delivery postman to bring them letters from home.

Christmas at home meant days of shopping, treats when Uncle Tom came home from college, parties at the church and at the schoolhouse, and Santa Claus, fat and jolly, ringing his little tinkling bells, tin-a-ling a-ling! on the street corners. Besides that, Christmas at home meant planning for weeks ahead a gift that would bring Christmas cheer to some little child that was poor.

"Bobby, do you remember how pleased little Johnny Granger was when you gave him that pair of skates?"

"I guess I do! They were the first skates he had ever had! You gave his little sister a pair of rubber boots the same year. How happy she was with them! She wore them to school all winter whether it rained or not. I wish we could have some kind of Christmas this year, just to learn from forgetting what day it is. There isn't even snow," and Bob looked with disgust at the bare, brown fields that stretched away in front of the little old farmhouse. "At home they've all been so worried over mother that probably no one has had time to buy us presents."

"Well, Bobby, mother is better and that is the best present in all the world for us," and Betty smiled bravely at her brother.

"I wish we could make a Christmas for somebody else," said Bobby slowly. "There aren't any poor people like the Granger family up here. Besides, we couldn't buy anything anyway, for there aren't any stores. Isn't this the strangest Christmas you ever saw?"

"Yes, Bob, it is. No place to spend money; woods full of Christmas trees and no presents to put on them; no one who needs help; no snow or skating or company. We are going to have a fine Christmas dinner, though. Uncle Ben killed a pair of fat chickens yesterday."

"And I'm going to crack butternuts right now," said Bobby, and he jumped up and left his twin sister to romp with Buddy, the collie, who ran up to her and thrust his soft nose into her hands, teasing for a game of tag.

"O Buddy, Buddy, I'll give you a Christmas present," and Betty ran upstairs and came flying down again with a big blue ribbon in her hand.

"There, old fellow," she said as she tied a huge bow on Buddy's collar, "you are going to have a Christmas present." As she spoke she clapped her hands and ran for Bobby. "O Bob, hurry up and finish your butternuts. I think we can have a Christmas after all. Hurry! Hurry!" Betty ran to find Uncle Ben and whisper something in his ear. She began to do the queerest things. Up to the attic she ran and down again, her arms full of big boxes and little ones; then down to the cellar, and up with an armful of carrots and apples; then out to the barn, and back with a box of corn and oats.

By that time Bobby had cracked all the butternuts for dinner and stood with his hands in his pockets, watching his sister. "What in the world are you doing?" he said with a grin.

Betty grinned at him. "You take the axe and go over to the upland

pasture and cut down a little Christmas tree; Uncle Ben said we could."

"But we haven't a thing to put on the tree."

"We shall have something when you get back. Uncle Ben will take Mollie and meet you and haul the tree home."

Bob went off, wondering, and Betty began to snip up pieces of an old gray flannel shirt of Uncle Ben's and to rummage in the button box for old shoe buttons.

When Bob drove in with Uncle Ben and the little tree, Betty dangled in front of him seven gray mice by their tails of string. With shoe buttons for eyes and bodies made of gray flannel they looked so real that Uncle Ben jumped when he saw them.

"My land, child, those mice would fool any cat in the county!"

"Smell," answered Betty, and she dangled her treasures under her uncle's nose.

"Catnip mice," he chuckled.

"I guess I know now who your poor folks will be this year. They haven't a cent to their name, nor a shirt to their backs," laughed Bobby, "but why the tree?"

Such a busy morning as the twins had after that. Bob set up the tree in the middle of the big barn. Betty made little bundles that were as mysterious as any Christmas package you ever saw. Then she hung them on the tree: a package of meat cut fine for Buddy, marked with his name in big letters; seven catnip mice hung by their string tails for the seven cats on the farm; four carrots tied in a bunch of hay for Mollie; four apples tied in hay for Duke, the old gray horse; lumps of sugar in little bundles for Buddie and Duke and Mollie.

Then Betty was puzzled. She ran to Uncle Ben. "What does a cow like best?" she asked.

"Well, my cows like cornstalks. There is a pile back of the old barn."

So there were bundles of cornstalks at the base of the tree. Betty tied them in loose bunches for the cows. On the floor, too, stood a big bag of corn for the hens.

After dinner the fun began. Everyone put on a sweater and went to the barn, Buddy at Betty's heels proud of his new bow. Not all the cats could be found, but five of them came in answer to Aunt Martha's call. Buddy took his meat and without a single "thank you" ran to an empty stall to eat it. The horses nodded "thank you" as they ate the sugar and the carrots and the apples that the children held out to them. Cats and kittens played with their catnip mice and lapped up saucers of milk. Mother Bunch slapped the gray kitten because he tried to steal her catnip mouse. The cows crunched their cornstalks and looked with mild surprise at the queer antics of the kittens. Bob carried the heavy pail of corn out to the hen yard and Betty fed the chickens which crowded to her feet.

When the children went back to the barn with the empty pail, they themselves had a surprise. A wild gray squirrel had stolen in at the open door and was sitting up on his hind legs under the Christmas tree, eating the corn that had been spilled; and he seemed as much at home as if he had been invited to the party.

"I guess he must be our poor family," laughed Betty as she threw him another handful of corn.

"Twinnies," suddenly called a man's voice from the yard. Only father called like that. The twins turned, and there he stood in the door of the barn, smiling at them. They rushed to his arms. How happy they were to see him!

"So you youngsters had a tree for the penniless poor, did you?" he said with a laugh.

"Well, run into the house with your father and I'll see what this tree will have for you," said Uncle Tom, who stood just behind their father, his arms loaded with bundles.

In less time than you would have thought it could be done, Uncle Tom had the tree ready for Betty and Bob.

"We have to start for home by five o'clock, so you children had better

open your bundles right now," said father. The twins did not need to be told twice. Eagerly they opened the packages, gay with ribbons and seals. There were books, snowshoes, a red silk umbrella for Betty and a pair of skating boots for Bob; candy, a gold piece for each twin from Uncle Tom;

and best of all, a little pencil note from mother to tell them that she was really better and to wish them a merry Christmas.

"Well," said Bobby as the big car drove out of the yard with father and Uncle Tom, "this hasn't been such a queer Christmas after all."

A Christmas Tree for Horses

The Society for the Prevention of Cruelty to Animals in Boston have a delightful custom every year. In Post Office Square a day or two before Christmas they erect a huge Christmas tree for horses. The tree is gaily decorated with lights and streamers, and underneath it are huge piles of apples, grain, carrots, sugar etc. Every horse is given all of this food he likes to eat, and the drivers are treated to hot doughnuts and coffee and are talked to about treating their animals kindly. You may be quite sure that these men remember what is said to them at this Christmas tree much better than if they were scolded on the street or fined for ill treating their animals, and the horses—well, they don't know exactly what is happening, but they enjoy crunching the carrots and other vegetables, and

the public come to watch the horses and enjoy the tree too.

Christmas for the Birds

There are very many nice things about the Scandinavian people, that is the people of Norway and Sweden, but one of the very nicest I have ever heard, is the way they treat the birds at Christmas time. In the market place at Christiania are hundreds of spruce trees for the children, but beside each spruce tree is a sheaf of barley, so that each person who buys a tree, buys also a sheaf of barley. When they reach home, and the tree is set up in the house, the sheaf is fastened to the top of a tall pole set up in the yard for the birds. You may imagine how the little feathered things gather around this feast and chirp their thanks for a Christmas treat.

Rural School Section

WINTER NATURE STUDY—FROST FORMS

(G.W.B.)

The following project can be adapted to the various grades. The whole project can be covered by the senior grades in five lessons of fifteen minutes each, if the work is well planned. The juniors would take only the part outlined in the observations, with such drawings, composition, and reading as might be worked in incidentally. The seniors would spend most time on the experimental work, and such geography, mathematics, and English, as would naturally correlate with these.

Observation of Frost Forms on the window pane. Drawings.

Observe and draw forms of snowflakes.

Breathe on frosty glass pane, and note crystal formations.

Fill metal basin with water, and set out to freeze. Observe the progress of the process: Ice ring around the edge, and needle crystals gradually creeping toward centre. Examine with lense.

When water is frozen over, the vessel may be brought inside and placed in a

cool corner where it will thaw out gradually. Observe. Each pupil is asked to make a snowball, holding and packing it by hand pressure, for some time. (It becomes a lump of ice. Compare with the snow on a well packed path, and with the ice resulting from freezing clear water. Examine all the above named forms with a lens.)

The senior grades will carry on the study in its application to geography. Avalanches and glaciers will receive attention. The former will find illustration in the snowslide off the school roof on a warm day. The glacier will also be studied, and some of the most important glacial rivers receive notice. Glaciation in Manitoba will receive special attention. Icicles will serve as illustrations of the "drip" formation of stalactites and stalagmites.

Thermometers, borrowed if necessary, for the lesson, should be used to determine the melting and freezing points, and to establish their identity. Note deviation from the scale mark of Freezing. Is the error in the mercury itself or in the grading? Keep this deviation as a general index of reliability of this thermometer; but remember that in making the observation, the thermometer must be completely submerged.

Scoop up a definite volume of newly fallen snow, without packing or pressing. Melt, and carefully measure the water. The result will form a basis for such practical arithmetic problems as:

How much water to the acre of land, from last night's snowfall?

How many inches precipitation would this be?

Melt a block of clear ice after determining its cubic contents.

Measure the cubic contents of the resulting water. Express the volume ratio ice to water, and vice versa.

Fill a tin, as a tomato can, with water, and set out to freeze. Observe evidence, if any, of change of volume. Ask pupils to list as many facts as possible from their personal observation, illustrating the same general fact.

In grades seven and eight, the project may be carried on to illustrate the meanings of Temperature and Quantity of Heat, Latent or Specific Heat, with enough experimental work to merely indicate the meaning of Thermal Equivalent of a given fuel. Out of these will come such practical applications as Effect of tanks in cold cellars; Snowfall and temperature; Immunity from frost on rainy nights; Relative cheapness of fuels, etc.

SEATWORK—QUANTITATIVE PHASE

(G.W.B.)

Number is but one phase, sometimes a quite unimportant one, of the study of various classes of objects, or phenomena, as diverse as flower, animal, dinner-party, and ball game. Size and number are commonly classed together as arithmetic. Though number has been more strongly stressed from the first, yet for the first three grades, size ranks first in the child's outlook. Teachers who display frantic haste to get the junior pupils into three-column addition, would do better to train their pupils in such matters as the approximate estimation of foot, yard, gallon of water, quart, pound of stone, clay, salt, etc. Experiment with these units

makes a very valuable form of seatwork.

Coming to number we feel that much harm has been done by the use of number terms in the beginners' classes, without connecting these terms with known objects, as stones, balls, apples, eggs, etc. The larger the object bulks in the child's scheme of things, the better number object it is for this purpose. Clover leaves do well for arriving at the facts of three or its multiples. Good sized mustard flowers serve well for four, and roses for five. For example, three clover leaves may be laid down, calling for 9 to be written as the answer; and this should be

treated as both multiplication and continued addition.

Pupils should be encouraged to make up original questions, and to solve them with a variety of objects. Tell it with corn—rose hips—flowers—split peas—small balls of plasticine, but—seldom or never with pegs. These will not form groups, and symmetrical grouping is the essence of number. When a pupil finishes a system, as—say the three times table, he should be asked to translate his number system into problems or experience facts, before going further. He might translate 3×4 into such a problem as:

An apple costs 4c, 3 apples will cost 12c.

To my mind the most valuable application of number in the junior grades, is in the child's work and play experience. He may be asked to make up baseball problems, candy problems, snowball problems, cat or dog problems. If he can solve his own problems he may be allowed to try them on the remainder of the class in compe-

tion, number match, or class drill period.

The most flagrant sin of the average teacher is to depend almost exclusively on the book for problems, whether significant in the lives of her pupils or not. Any cut and dry question is so organized in its mere statement that much more than half of the solution is done. The pupil is virtually told

1. These are the facts needed to solve the problem.

2. You need these facts.

3. You need no others.

Would it not be better to afford a mass of data needed for the solution of several questions following; then let the pupil select his data for each question as needed. But better still, questions based on actual facts and conditions, for which he has to gather the data.

How much would you have to pay this week for three pints of milk; or 2 bu. of wheat; or how much did it cost this year on your father's farm, to grow a bushel of wheat?

EXPERIMENTAL METHOD OF APPROACH

(G.W.B.)

We have been asked by a correspondent, to explain the above phrase, which we have used on different occasions in former articles. We gladly comply.

"Experimental" in a broad sense would be applicable to any activity of the pupil with the purpose of observing or searching out the information of which he was in need. This may be by means of direct observation, trying out or hunting up sources of information—so that it includes research and such collateral reading as he learns to ferret out with or without hints from the instructor; but which are not directly assigned. If any objection is made to the propriety of such a broad meaning for the term, I am not sufficiently interested to discuss a mere verbal point; but will merely state that this is the sense in which I am using the expression at the top of the article.

The opposing method might best be called "Dogmatic." It prevails in practice to an overwhelming degree in our schools; though there are relatively few teachers of standing, who would care to champion it in theory. Briefly, this method is to tell the pupil orally, or by text-book, that such and such is the fact of the case, and ask him to memorize it. In primary mathematics, the experimental method is possible through purposeful use of objects, and manipulation of familiar units. The dogmatic method of learning the multiplication table, would be to take and memorize it. The experimental method would be to first make the table, then master it. Similarly the pupil would try out the relation say of quart to gallon, ounce to pound, foot to yard, before memorizing the facts.

In Nature and Science the experimental method is theoretically beyond

challenge, yet it is appalling to what extent this work is made memory cram. Society study and visual representation in history and geography are employed but a tithe of their possible uses, even with the resources within the reach of the average rural school and community. The "book" obsession of the average teacher blinds her to the unnatural indirectness of her methods. A fact appears to be a fact however it may be acquired. A lesson can be read quicker than experiment made or a careful observation taken. Therefore why not use the book?

The flaw which invalidates this line of reasoning, is that the facts acquired are relatively unimportant, compared with the habits and powers developed in the process—the resourcefulness in facing a new situation, in utilizing such resources as may be available, as contrasted with the spoonfeeding of the dogmatic method.

In the elementary schools and especially in the primary grades, we would urge the teacher to keep a firm grip on the realities of Child Experience; for these, and no other, are the true fundamentals of Education.

FLASH DEVICES (G.W.B.)

I have been somewhat surprised that such obvious devices to secure promptness and alertness have not been used generally in Rural Schools. On inquiry, I find that a large proportion of the rural teachers know nothing about the idea; while many others have heard of it; but never saw it demonstrated. The lesson in this, for all trainers of teachers, as well as of children, is that demonstration is absolutely essential. To explain a new idea or device however carefully, will only leave an impression with the average young teacher, that this is something elaborate, and probably expensive, which has little applicability to her work in a rural school.

The Flash plan is simplicity itself. It can be extemporized in a dozen ways by the veriest novice. The general ignorance or ignoring of this invaluable aid, is our only apology for pausing here to explain the obvious. The idea is to present an object, a group of objects, dots, letters, or symbols of any type, for an instant only. It is a very handy device in primary reading and word recognition, and in spelling, but very seldom have I seen it employed in primary number, where it is more than a convenience. It is almost a necessity, if pupils are to be trained to quickly, clearly, and

accurately visualize number groups, the basis of all systematic number knowledge.

A rotating wheel or globe or cylinder may be employed, with or without a screen with an opening in the centre, through which the card, or picture may be seen for a regulated time, as it rotates past. Cards may be exposed by hand, to open view or behind a screen with an aperture. A map or screen on the wall, with spring rollers, may be raised, a little at a time, to reveal successive words, groups, or pictures.

In Number it can be used for drill in group recognition, recognition of a group made up of unequal groups, or multiple groups, leading thus to recognition of addition and multiplication facts in a quick and very clear, definite way.

Rapidity in Reading and Number are desirable ends in themselves; but the most weighty reason for flash methods, is that those concepts are clearest and most enduring, which are formed when the mind is working at full capacity. As a pedagogical maxim "slow and sure" has had a demoralizing effect on schoolroom procedure, "slow" being easily attained, but sureness is in no degree advanced in the process.

VALUE OF SPEED

(G.W.B.)

The foregoing statement may meet with a murmur of dissent. The value of speed has been recognized in every walk and vocation except pedagogy. Here it obtains its chief and only recognition, so far as the elementary school is concerned, in the department where in life values, it matters least—abstract number. Is it not at least as important that your pupil should read quickly, make up his mind over a new situation with a reasonable promptitude, as that he should add quickly? "I prefer that he take his time and be correct," replies the teacher.

So your slow reader is your best reader? Does he understand better—making fewer mistakes and gathering most from his text? Is your slow worker in any subject the best and surest? Of course not; as a rule it works out quite the reverse.

A rather careful analysis of the Reading of pupils of the Cleveland schools led to the following classification in percentages. This corresponds well with surveys made elsewhere, and with research in other subjects:

Rapid—

Good Quality 10%, Medium Quality 12%, Poor Quality 4%, Total 26%.

Medium—

Good Quality 11%, Medium Quality 26%, Poor Quality 12%. Total 49%.

Slow—

Good Quality 4%, Medium Quality 12%, Poor Quality 9%. Total 25%

The genuine example of the "slow and sure" is the exception which by the uninquiring, is always taken to prove the rule.

Health Department

(Prepared by the Public Health Nurses Department of the Manitoba Provincial Board of Health)

The Key to Health

An interesting idea for a talk on "Health" planned recently at the Winnipeg Normal School for grade 5, used a modern safe door for illustration.

People who are fortunate enough to possess victory bonds, insurance policies, or other valuable papers, usually keep them in a safe. The old fashioned safe was opened with a big iron key, the modern safe has a combination lock which has a steel knob with various numbers marked around it, and also a little arrow or indicator, pointing to these numbers called a combination, which is used instead of a key. When one wishes to unlock the safe he turns this knob around backwards and forwards, so that the indicator points to the different numbers placed round the knob. When the knob

has been turned correctly there is heard a little click, the lock unfastens, and the door opens that one may obtain the valuable things within the safe.

Every safe has a special combination of numbers to be used in unlocking it which is known only to the maker of the safe, and the owner of the safe.

Now health is more valuable than money, victory bonds or mortgages, etc.,—but to open the door leading to good health no ordinary key will do. It requires a special combination, and this combination every boy and girl should learn in order to take care of the most valuable of his possession—his health.

Instead of a series of numbers such as we have on the iron safe we shall use a list of words. These are—Fresh Air, Good Food, Sunlight, Cleanliness,

Correct Posture, Suitable Clothing, Exercise, Temperance and Cheerfulness. All these are essential to this wonderful combination.

In time the daily use of this combination becomes a habit and we gradually make it a part of our daily life.

By using this combination properly we can open the door leading to the safe wherein lies the most precious thing in the world—Health.

Very useful charts and pamphlets dealing with the hygiene of the foot may be obtained without cost by teachers from the Wizard Lighgoot Appliance Company, St. Louis, Mo.

The Cream of Wheat Company also issues a pamphlet entitled, "A Program for Teaching Health Habits,"—by J. G. Boughman, of the Chicago Normal College.

Health Songs

To the tune, "The Farmer in the Dell"

A cereal for breakfast,

A cereal for breakfast,

Heigh-ho, a cereal,

For breakfast makes us strong.

Coffee isn't good,
Coffee isn't good,
Heigh-ho, for little tots,
Coffee isn't good.

Open windows at night,
Open windows at night,
Heigh-ho, fresh air at night
Gives us a lot of pep.
Oh! let's drink milk,
Oh! let's drink milk,
Heigh-ho, for milk and cream;
They help us to gain weight.

To tune, "Marching Through Georgia"
Catch the thin boy by the toe
And put him on the scale,
Weigh him now, each pound by pound
To see why he's so frail.
If his weight is far below,
I'll tell you what to do.
Listen to our health rule—

Drink Milk! Drink Milk!
A quart or more each day.
Drink Milk! Drink Milk!
Sipped in the proper way,
'Tis rich in protein, sugar, fat,
And mineral matter, too—
A perfect food for the thin boy.

EXCERPTS FROM AN ADDRESS BY DR. E. W. MONTGOMERY, TO THE TEACHERS' CONVENTION OF INSPECTORAL DISTRICT NO. 20

The one thing that the history of life on this planet has written large on every page is the efficiency of the sifting process which Nature decreed, and man has defined as natural selection. Change of type to suit environment, weeding out the unfit individual family or race to improve the stock, applies with equal force to man and every plant or animal on this globe. Very early, however, in biological history among vertebrates, invertebrates alike appeared certain instincts aimed at the preservation of the young and weak—mother-love, which manifests itself among many groups of insects and reaches its

highest development in the vertebrates. It is but a short step from the care of the young to the care of the sick and old and what attribute of man is so inspiring, so noble and so definitely places him in the very forefront of creation? He has attained a dominance over nature nothing short of miraculous; he has ravaged her treasure chest where it was hidden in the depths of the ancient rocks; he has penetrated with cunning instruments the appalling depths of space; for his nourishment the sea gives up her salt, the air her nitrogen, and the ends of the earth her choicest morsels. He has harnessed the lightning to his chariot,

and his feeble voice girdles the earth as did Puck. May we not say with some degree of assurance that man is transcending the system of animate nature?

It is evident that some measure of natural selection still applies to the health of the community—in the presence of epidemic disease, the weaker are prone to succumb—but Dr. Trotter points out in his "Instincts of the Herd" how true it is that from ant to man the community or society make possible the survival of individuals who could not stand alone in Nature. Could society make an intelligent choice of whom to save, all would be well, but both the genius and the degenerate grab the life-line.

Herbert Spencer points out that the law of life in the last analysis has been to reward all animals for their excellencies and to penalize them for their defects, and whenever it comes about that superiority is not rewarded or inferiority is not punished, that way danger lies, and if conditions should arise in which it is almost as well to be inferior as to be superior, that community is headed for the rocks.

It is very well worth while to see clearly the dangers ahead. We may for a time condone a fault when its consequences are remote, and do not infringe on our personal comfort or dig too deep into our pocketbooks, but as time goes on, and we begin to see and to feel the burden of ill-health, of degeneracy—mental and physical—which is beginning to oppress society, then society will begin to sit up and take stock of the situation.

National greatness depends but a little on rich fields or boundless forests or genial climates—Great nations have been raised to where they are seen of all men by great men they have produced. Said James Russell Lowell as he contemplated the material greatness of his country:—

"I am saddened when I see our success as a nation measured by the number of acres under tillage, or the bushels of wheat exported; for the real value of a country must be weighed in

scales more delicate than the balance of trade. The garnerers of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden plot of **Theocritus**. On the map of the world you may cover Judea with your thumb, Athens with your finger-tip, and neither of them figure in the *Prices Current*; but they still lord it in the thought and action of every civilised man

Material success is good, but only as the necessary preliminary of better success is the amount it has contributed to the thought, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind."

In attempting anything, one should first define with exactness what is required to be done, and second how it should be done; if a thing is worth while always face the questions—What? and how? The what in our present discussion is answered by the statement that our aim is to prolong life, and to promote the health of our citizens, or conversely to prevent sickness and untimely death. The goal we are striving for stands out before us in plain view; but how to attain a condition of society in which 100% of deaths are due to old age, and in which ill-health figures only as a tradition, is an objective well nigh impossible to reach, but so inspiring to contemplate that the struggle, even though victory is incomplete is well worth while.

It seems to be that there is one, and only one, way to get the citizens of this community to take the interest in health which should be taken; what degree of interest is that? Put good health on a pedestal before the public eye that it shall outshine even daylight. Public apathy towards good health and health problems requires explanation. In a recent address to the Manitoba Medical Association I tried to explain this difference in the following terms.

First: The average citizen regards his family doctor as the guardian of his health and the said average citizen thinks his doctor can cure most diseases and that his services are only required when the smoke is coming

through the roof and windows. Can there be a more dangerous fetish than the hope of cure? The only doctor who can cure is the one that prevents; he is the coming man, and his advent as a family doctor will be a red-letter day in Medical History.

Modern Medicine is preventative medicine, of which it may be said an ounce is worth a ton of cure. Cure is a lie direct—there is no such thing. Think of it for a moment—the tiny scratch you got as a child and which scarcely bled, leaves a scar which you carry perhaps for eighty years; that slight fever which you had at the age of ten, and which the wise old doctor called a bilious fever, left its mark on your heart muscle or impaired your kidney function, and you lose in consequence maybe years of life, and maybe twenty years of the only thing which makes life worth while, viz: vigorous health. So cure is a complacent myth with which we fool ourselves. The only real cure is a vigilant watchman.

Secondly:

The attitude of the medical profession to the problem of keeping health. It is an even more difficult thing to diagnose health than disease; a health examination involves a searching inquiry into the organic and functional condition of every organ and is a most time-consuming task; it is much easier to find a pneumonic spot in the lung than to say with a clear conscience—“your lungs are entirely sound”; further, doctors have been educated to look for the signs of disease and not for the signs of health. Preventative medicine must replace prescription writing in therapy as it is taught in Medical Schools.

There may be a further attitude of indifference on the part of the public, a kind of fatalism which expresses itself in the irresponsibility of youth—on with the dance, let joy be unconfined, and let the Devil take the hindmost. We are caught in the cogs of a

tremendous machine that carries us onward to an unknown destiny.

To stir our citizens to a keener sense of health obligations what machinery is required? Little more than what stands ready to hand. The Press of this Province has always given the Department of Health generous support. It has even published on its own initiative, at some considerable cost, a daily or weekly column of health news. The radio distributors are eagerly awaiting an opportunity to broadcast health items to every household their service may reach. The public schools of this province may, everyone, be a health centre for its district.

We believe that the established truth of the proposition that a sound mind in a sound body is the essential attribute of any good citizen, and yet in our system of education the relation of a sound mind to a sound body is to a large extent ignored. In this connection a prominent educator said only a fortnight ago:

“I should define education as a training process whose purpose is to give young people a proper sense of their personal responsibilities in life. If this is a reasonable definition, then it is evident, when we examine our present program of secondary education, that it is not adapted to produce this result. If a group of broadly experienced business men, unbiased by precedent and the traditions of education, were asked to develop a program for our public school system, they would, in all probability, consider first the common needs of people in their daily life, and make those needs the foundation of their plan. Considering the matter thus, they might suggest for consideration some such basic formula as the following:

A course in the elementary laws and habits of health, designed to lay a firm foundation of physical endurance for the future demands of life and work, and provide an understanding of the social and economic value of a healthy body, and how to keep in good physical condition.

The New Curriculum

QUESTION AND ANSWER

Why does the curriculum indicate methods? Are not teachers made acquainted with the best methods at Normal School?

There are three forms of help a teacher may receive from the printed document known as the Curriculum.

First it may suggest to him **what development is expected** in the pupil from year to year or from grade to grade. This may cover intellectual, physical and social-moral progress. A statement of objectives in this way is not impossible.

Next it may suggest **the studies and activities** suited to each year or grade. Through pursuing these studies and engaging in these activities pupils may be expected to grow and develop. Sometimes they do and sometimes they do not.

In the third place it may suggest the **methods** that reason and experience have shown to be the best in teaching and learning in order that the development may be most certain and most satisfactory.

Any one of the forms of help will be useful to a teacher if it is carefully prepared and wisely stated, but it is evident that school practice will be determined by the form of help given.

If for instance the only help given is a programme of studies—the items to be taught each day or term, clearly catalogued and defined—it is easy to believe that teachers will measure their work by their success in imparting knowledge. There is a long painful history recounting successes and failures in this field. One has only to recall two phrases to know how the worship of subjects has bedevilled education. These phrases are “the written examination” and “payment by results.”

If on the other hand the programme gave nothing more than objectives in development, leaving it to teachers to determine studies and activities for

themselves, it is probable that with some teachers the result would be quite satisfactory. On the whole it might be safer to trust to a statement of **objectives in development**, than to a hard and fast programme of studies, that ignored the purpose underlying all activity and study. In the end the final purpose of even the primary school is not to teach the three R's nor any other studies, but it is to lift pupils from a lower to a higher level. The studies and activities are means not ends, and a teacher is hopelessly lost who has not advanced to this conception.

It is not implied by this that a curriculum should not state the studies and activities most suitable to the grades. That is one of its aims. On economic grounds it may have to name actual text books. It should, however, indicate clearly the life-values or objectives at every turn. Otherwise there will be loss of time and energy, compulsion instead of impulsion, boredom and ennui instead of free glad life-giving activity.

Where the teacher has the end of instruction and training clearly in mind, she will omit from the programme of studies some things that tradition has honored unduly. Apothecaries' weight and 'dismal' fractions will be ignored; the spelling, **silhouette**, **periphlegistic** and **ipecacuanha** will give way to **seize**, **says** and **since**; the study of adverbial conjunctions will give way to the study of aint and don't; oral reading will be supplemented by silent reading; written expression will follow oral; musical appreciation will accompany the study of the “Music Readers.” A good programme of studies has its root in objectives clearly perceived. A programme that gives subject matter only is antiquated and positively dangerous.

Nor will it be out of place for a curriculum to suggest methods that

experience has proved to be satisfactory. True the Normal Schools should be depended upon to enlighten teachers-in-training in method, but teachers change and methods change. There is no more similarity between a good school of today and a good school of twenty-five years ago than there is between farm methods of to-day and farm methods of a quarter of a century ago. A curriculum should harmonize in a general way the opinions of inspectors, teachers and Normal Schools. "In a general way" only, for a good method for one is no method at all to another. All a curriculum can do is to make suggestions, to give illustrations, to point the way to more effective practice.

The New curriculum is only tentative. It has not been clear enough in stating aims in education, it has not stated clearly enough the objectives in every study, and it has perhaps not given enough illustrations of method. During the year it is hoped that teachers will assist by offering constructive criticisms. Only in this way can we hope for a curriculum that will be of the highest service. Our hope is that it will be vastly more than a **Programme of Studies**, and that at every turn it will suggestion freedom for the teacher not only in choice of subject matter and texts, but in choice of method. If we can only lift pupils from a lower to a higher plane of intelligence, feeling and action, all other things are comparatively insignificant.

(First Purchases)

1. Many books are named for Supplementary Reading. A teacher cannot afford to purchase all. Kindly name a few that might be obtained as first choice.

(a) Here are books for the teacher:

Pedagogy — Modern Methods of Teaching—Wilson, Kyle & Lull.

School Management—Lowth. "Every-day Problems for the Country Teacher."

Expression—Sheridan. "Speaking and Writing English."

Spelling—Ayres. "A Measuring Scale."

Penmanship—Ayres. "A Measuring Scale."

Nature Study — Hodge. "Nature Study and Life."

Music—Fryberger, "Listening Lessons in Music."

Drawing—Lemos. "Applied Arts."

Physical Education—Curtis. "Education Through Play."

2. These are books for class use.

(a) Reading:

Land of Play Primer. (Ginn).

Winston Primer. (Winston).

Work-a-day doings—Serl & Evans. (Burdett).

Surprise Stories. (Wheeler).

Silent Reading. (Nelson) 1, 2 and 3.

Tale of Bunny Cottontail—Smith. (Flanagan).

Dutch Twins—Perkins. (Houghton).

Third Reader—Bolenius. (Houghton).

Child Life in Other Lands—Perdue. (Rand).

Seven Little Sisters. (Andrews).

Water Babies. (Kingsley).

Secret Garden. (Burnet).

Treasure Island. (Stevenson).

Old Greek Stories. (Baldwin).

(b) Social Education:

Peeps at Industries. (MacMillan).

How the World is Fed, Clothed Sheltered—Carpenter. (A.B.C.).

Home Life in all Lands—Morris. (Lippincott).

Stories of Useful Inventions—Foreman. (Century).

Cave Men and Free Dwellers—Dopp. (Rand).

Seven Little Sisters and each and all. (Andrews).

(c) Other subjects—See the programme.

Silent Reading

Kindly give another illustration of teaching Silent Reading.

Here is a paragraph from 'The Pig Brother' by Laura Richards (Little, Brown & Co.)

"There was once a child who was untidy. He left his books on the floor and his muddy shoes on the table; he put his fingers in the jam-pots, and

spilled ink on his best pinafore; there was really no end to his untidiness."

The silent reading exercises might be preceded by an assignment such as this:

"You are going to read about a child who had a great fault. Can you find out four things he did which he ought not to have done?" or

The silent reading exercise might be followed by questions such as this:

(1) What was wrong with this child?

(2) What four untidy things did he do?

(3) Were these all his untidy acts?

This reading to get thought, and answering to show possession of thought is the very essence of reading.

Saying words or oral reading is secondary, but has its place.

Oral Reading

If we are to emphasize silent reading are we to do away with oral reading?

By no means. Three or four reasons for continuing to have oral reading lessons are given in the programme.

(1) Reading aids speaking. This is particularly true of enunciation. The printed forms suggest the sounds that words should have and are a continual corrective for faulty speech. (2) Oral Reading is a good introduction to public speaking. Self-consciousness disappears.

(3) There is fine dramatic training in reading. There is natural reserve when one expresses his own feelings,

but he can be more free in expressing the feelings of others.

(4) Neither poetry nor musical prose can be appreciated fully unless it is read aloud. Both teachers and pupils should have reading ability.

The good old practice of oral reading and declamation should not be discontinued. Schools should aim at elocution but not at yell-ocution. Oral reading is a great help to silent reading. That is its greatest value.

Geography and History

How are we to bridge over the gap between last year and this year in geography and history for V. and VI.? (Rural School).

(1) The new course for V. is North America and Europe. The new course for VI. is the other Continents. If the VI. students have covered the other Continents, but not Europe, put them in with Grade V.

(2) The new course for V. is Romance of Canadian History and pictures from World History. The new course for VI. is Later Canadian History and pictures from English History. If pupils of Grade VI. have had English but no Canadian History, let them work with V. for part of the time.

Let Grade V. use the authorized text (Duncan) as far as possible, but try to get one or two supplementary books. In Grade VI. (Canadian) go lightly on Constitution, and emphasize social and industrial progress.

News and Gossip

CONVENTION NEWS

Dominion Educational Association

The experimental spirit of Winnipeg's school system was eulogized as unique among the cities of Canada, while the obsolete character of Manitoba's educational financing was condemned as unfair along with that of other provinces at the banquet of the

Dominion Educational Association last night.

The dinner, sponsored by the Schoolmaster's Club of Winnipeg, was part of the fourteenth annual convention of the association. It was held in the Hudson's Bay Company's dining-room. More than 200 educators attended.

"Winnipeg is outstanding for its work in education," Dr. Walter C. Murray, president of the University of Saskatchewan, and principal speaker, declared. "It is the best educational laboratory in Canada. Started in the lifetime of a single man, the Winnipeg system has experimented, tested new methods and trained men to the admiration of the teachers of the Dominion.

"The schools of this city and their attainments are a monument to that grand old man of education, Dr. Daniel McIntyre. No single man deserves any greater honor for his energy and his achievements in our field than does Dr. McIntyre."

Dr. Henry F. Munroe, superintendent of education for Nova Scotia, spoke briefly upon other educational problems the present generation faces in addition to financing.

New officers elected were: Honorary president, Dr. Daniel McIntyre; honorary vice-president, Major D. M. Duncan; second honorary vice-president, Col. J. B. Mitchell; president, A. B. MacArthur; vice-president, R. F. Argue; secretary, D. S. Forsyth; assistant secretary, J. E. Ridd; treasurer, W. Thorp; auditor, F. A. Allden. W. A. Cowperthwaite, past president, presided.

Special schools for backward children who have passed out of the elementary grades was the proposal put before the Canadian Educational conference Wednesday afternoon by Dr. J. H. Putman, senior inspector of schools, Ottawa.

Dr. Mathers described the work of the travelling clinics in Manitoba who strive to detect not only mental defectives but backward children. The clinic generally works with the parents and by putting the case frankly before them gains the parents' sympathy.

Dr. Henry F. Munro read an instructive paper on "The National Policy in Technical Education," by Dr. F. W. Sexton, director of technical education for Nova Scotia.

Dr. A. Frignon, director of technical education for Quebec, sent a paper dealing with the co-operation of schools and industry which was read by J. T.

Ross, of Edmonton, in which he stressed the necessity of schools shaping their course of study to suit technical work in different parts of the country.

Adding their strength to the western provinces' plea for extension of the federal grant for technical education to agriculture and for its continuance over a second ten-year period, the Dominion Educational Association passed a strongly-worded resolution calling on the government to aid technical education. The resolution will support a similar proposal to be made by Hon. R. A. Hoey, minister of education for Manitoba, and other Western ministers at the conference of premiers this week in Ottawa.

Meeting for its last general session of a three-day conference, the educational association dealt with several important resolutions, and elected officers and directors for the coming year.

Dr. F. H. Sexton, director of technical education for Nova Scotia, was the unanimous choice for president; J. T. Ross, of Edmonton, was elected vice-president, and Dr. J. H. Putman, of Ottawa, was again elected secretary-treasurer.

Honorary presidents were chosen as follows: Hon. J. D. McLean, Victoria, B.C.; Hon. P. E. Baker, Edmonton, Alta.; Hon. S. J. Latta, Regina, Sask.; Hon. R. A. Hoey, Winnipeg, Man.; Hon. Howard Ferguson, Toronto, Ont.; Hon. Cyrille F. Delage, Quebec, Que.; Dr. W. S. Carter, Fredericton, N.B.; Dr. Henry F. Munro, Halifax, N.S., and H. H. Shaw, Charlottetown, P.E.I.

The new board of directors comprises Dr. S. J. Willis, Victoria; W.G. Carpenter, Calgary, Alta.; D.P. McColl, Regina; Dr. Robert Fletcher, Winnipeg; Dr. F. W. Merchant, Toronto; V. K. Greer, Toronto; D. A. Campbell, Toronto; W. M. Morris, Toronto; Dr. G. W. Parmelee, Quebec; B. O. Filteau, Quebec; Dr. W. T. Carter, Fredericton, N.B.; H. H. Shaw, Charlottetown, P.E.I.

The association went on record in favor of a larger unit for administration for school purposes in place of the present school section or school district.

It passed another resolution urging the departments of education of the different provinces to send registrars of the departments to the association conferences and favoring special conferences of these registrars.

Inspector Parker's Division Convenes

With an attendance of 150 teachers from all parts of Inspector E. D. Parker's Division the annual convention of that body, in the Assiniboine school at St. James, was one of the most successful ever held. The programme included many splendid addresses on subjects of timely interest to the gathering both from educational viewpoints and general aspects of everyday life.

Three excellent addresses were given by Mrs. Nina Dempsey, supervisor of singing in the Winnipeg schools, Miss A. C. Cornell, and Rev. Dr. A. B. Cochrane.

Mrs. Dempsey outlined the complete course of musical education, stressing the parts played by rhythm and expression.

Miss Cornell took for her subject "Out of the North." She paid tribute to the work of the explorers Frobisher, Hudson and Franklin.

Dr. Cochrane chose "Only a Teacher for his topic and spoke of the need for pride in the profession because the teachers are worthy successors of Socrates and all the leading reformers of history since his time.

Stressing the need for the adjustment of teaching methods to equip children for the battle of life when the time comes for them to face the world on their own feet and reviewing the changes in the modern economic and social conditions of the world, F. E. Tinkler, president of the Teachers' association, of Inspector E. D. Parker's division, opened the convention.

Inspector Parker also reviewed the work of the teaching profession.

The other addresses yesterday morning were by Miss E. Russell of

the provincial health nurses, who dealt with "The Teacher in Relation to Public Health," and Dr. W. A. McIntyre, of the Normal school, who explained the new programme of studies in the schools.

Inspector Cumming's Division

An assistant to the teacher of the one room school, when there were more than 50 pupils, and the teacher had all the grades, was advocated by A. B. Gillespie, president of the teachers' association of Inspector Cumming's division, in his opening address at the annual divisional convention in the Legislative buildings.

There were about 60 teachers in attendance, the division comprising the territory on the east side of Lake Winnipeg. The chief speaker of the afternoon was Professor Chester Martin, who spoke of the importance of Canadian history in the elementary school.

School Trustees Re-Organize

Re-organization of the Canadian School Trustees association took place at a meeting of school trustees in attendance at the Canadian Educational association convention.

William Iverach, of Isabella, Man., was elected honorary president; C. E. Little, of Regina, Sask., president, and W. M. Morris, of Toronto, secretary-treasurer. The following provincial presidents become vice-presidents of the Canadian association by virtue of their office: H. N. MacNeill, of Dauphin, Man.; Alfred Dickie, of Halifax, N.S.; W. J. Mills, of Sussex, N.B.; Samuel Farmer, of Port Perry, Ont.; T. O. King, of Raymond, Alta., and George A. Grant, of Burnaby, B.C.

The objects of the association are to bring about a better understanding of the education progress and ideas of the several provinces, to promote common educational interests, to foster a healthy Canadian spirit, and to co-ordinate the work of the provincial school trustees' associations.

Interlake Convention

With an address by W. A. Rea, principal of the Warren school, the new president of the convention of the Interlake Teachers' association opened at the Legislative building. Mr. Rea took for his subject, "Playground Activities," and showed the opportunities these offered teachers interested, as all should be, in the all-round development of the boys and girls entrusted to their care. An address was also given by W. A. Cowperthwaite, of the Winnipeg Normal school who gave the delegates extremely valuable hints on the teaching of literature.

A feature of yesterday's sessions was the presentation by Dr. Robert Fletcher, deputy minister of education, of shields and other prizes. The Nelson shield was won by the Narcisse school as the school with the student who secured most marks in the Interlake inspectorate at the entrance examinations. The student who brought the honor to the school was Sarah Jane Hartle, and the teacher was Miss F.V. McKnight. The Strathcona shield for physical training went to Warren school, and playground equipment prizes to the Pawlyk, Barrie and Mayfair (Broad Valley) schools. Dr. Fletcher warmly congratulated the schools on their success.

Mr. Rea was unanimously elected president of the association at the morning session.

J. K. Lamb, Chatfield, was elected first vice-president, and Miss L. A. Wood, Oak Point, second vice-president. Other members of the executive committee were elected as follows: Miss Parse, Woodlands; Miss J. Garton, Reaburn, and S. Nykyforuk, Fisher Branch.

The association decided to award gold and silver medals to the students in the inspectoral division, who took highest and second highest marks at the entrance examination.

Dr. W. A. McIntyre, principal of the Winnipeg Normal, who addressed the convention on "The New Curriculum," announced that the report on the new curriculum for the higher grades was

now in the printers' hands and would possibly be available in another month.

Portage La Prairie

November 3rd and 4th were the days chosen by the teachers of Inspector Fallis's Division for their convention at Portage La Prairie. Over 80% of the teachers of the district were in attendance, and the meeting is said to be the best one held for a number of years. The speakers from outside points were Professor Kerr, of Manitoba College, who spoke on "Psychology in the School Room" in the morning, and chose for his evening subject "School Tendencies." Mr. W. A. Beer of the Brandon Normal School spoke on grammar and literature, and Dr. W. A. McIntyre of the Winnipeg Normal School discussed the new school curriculum. In addition excellent papers were read on school room routine and reading, and not a moment of the time was wasted. Practical discussions took place at the close of each lecture.

South Eastern Teachers' Convention

Four hundred and five teachers registered at the Fall Convention of the S. E. Teachers' Ass'n held at St. Boniface Nov. 3rd and 4th. It was the largest, and one of the most successful meetings the association has enjoyed. There were three general sessions in the splendid auditorium of St. Joseph's Academy and addresses were given by the president Brother Joseph, Inspectors Herriot, Goulet and Tod, Dr. M. S. Fraser, D. W. Bailey and Alfred White. One morning was devoted to sectional meetings and reports all indicate that they were well attended and most helpful, each in its own way. The musical numbers were provided by the pupils of the Academy, Professor John Waterhouse and Miss Yvonne Thibault, and were greatly appreciated.

The officers for the following year are: President, A. P. Salemka, Steinbach; George White, Emerson; Secre-

tary, A. Kreetzer, Steinbach. Executive Committee: the inspectors; Brother Joseph; Alfred White; D. A. Baxter.

Convention in Selkirk

The Annual Teachers' Convention of Inspector Dunlop's division was held in the Lisgar Hotel, Selkirk, on Nov. 3rd and 4th. With an attendance of 120 teachers, this proved one of the most interesting and helpful meetings ever held in this division. The speakers of the occasion were President Tingley, Dr. W. A. McIntyre, Miss P. Frank, Miss D. Teeter, Miss M. Nixon, D. S. McKay, M.D., Rev. R. B. Cochrane, D.D., and Inspector J. S. Dunlop. Miss Frank in her talk on geography, taught an entirely new lesson to her demonstration class, an experiment attended by great success, and one which few teachers are brave enough to attempt. The musical numbers of the programme were particularly enjoyed, and were contributed by the Selkirk Rural Choir, Miss Grace McClellan, Miss Olaf Henrikson, Misses Tester and McLean, Miss A. C. Campbell, Miss Calder, J. N. Clark, and R. Greenway.

Silver and bronze medals were presented to the following pupils—Ellen G. Rosen, Pointe du Bois; Alice Lewis, Tyndall; Andrew Rogers, Hillside Beach.

During the course of the convention the teachers were the guests of Dr. Barnes at the Mental Hospital, where tea was served by the staff, and an enjoyable talk given by Dr. Barnes.

Thursday evening the visitors enjoyed a dance in the dining room of the Lisgar Hotel.

The officers elected for the coming year were—

Hon. Pres. Hon R. A. Hoey.
Pres. Fred J. Hall, Beausejour.
Vice Pres. J. N. Clark, Selkirk.
Sec.-Treas. Miss A.C.Campbell, Selkirk.
Ex. Committee—

Miss Jane Chopple, Ladywood.
Miss Nellie Hamilton, Tyndall.
Miss Sophie Cherry, Donald.

Brandon Normal School Notes

The annual Hallowe'en masquerade given by the students of Brandon Normal was voted a great success. The hall was appropriately decorated with Hallowe'en symbols, the special feature of decoration being the rustic fence which harbored many witches, Jack-o'-lanterns and black cats: and from behind which issued sweet strains of music from the "Goblins" orchestra. Many beautiful costumes were seen, and in the Grand March the judges had great difficulty in selecting the winners.

In connection with the Dramatic Society, three comedies were staged by the pupils and staff of the school. "The Will-o'-the-Wisp," as may be judged by its name, was full of fantasy and held the audience spellbound. "The Red Carnation" touched more on the complexity of modern life and caused much amusement in the audience. "The Drums of Oude" was of a more serious aspect, depicting the life of the British soldier in India.

The students met together for an evening's entertainment which took the form of a card party. Bridge and whist were played and a delightful evening was concluded with a dance. Mr. H. McRae and Miss J. Legare were the winners in whist. Miss King captured the booby prize. Miss O. Gieson won first prize in bridge, Mr. F. Sweany the booby prize.

Mr. H. Topnik was elected treasurer of the Athletic Fund; proceeds from the Hallowe'en Dance. The work of the Athletic club has been very successful and great interest has been taken in the game of Badminton.

We were very sorry to lose one of our number, Miss T. Smith, who was unable to carry on her school work here owing to the death of her sister.

On Nov. 11th the students lived over a scene which occurred in France 1918 on that same date. By a few words from Mr. W. W. Beer they caught the spirit of Armistice in its true meaning and the two minutes silence was reverently observed.

At the teachers' convention at Portage, Nov. 6th and 7th, Mr. Beer spoke to the teachers of Inspector Follis' division.

The Visit of a Poet

Winnipeg was visited this month by one of the best known of the English contemporary poets in the person of Mr. Alfred Noyes. A gentleman of pleasing personality, of easy manner, of quiet, cultured, pleasant voice, his lecture and readings were greatly appreciated by a large audience in the Central Congregational Church. Mr. Noyes is one of the speakers brought to Canada by the National Council of Education, an organisation which we have to thank for bringing to us such men as Sir Henry Newbolt and Sir Michael Sadler, and such a charming woman as the Duchess of Atholl.

It is a strange personal experience to meet a poet or listen to him read. It is quite likely that if you like his verses, he has been speaking to you intimately for years, and you feel you know him, his thoughts on many subjects, his likes and dislikes, his quick imaginings. Then to see him there, a stranger, and realize that you don't know him in the conventional way at all, and that you don't even know some of his thoughts because you have given his verses another interpretation than he gives them himself, is a strange sensation.

Alfred Noyes is like most poets—he does not read his own work with much expression. It is charming and pleasant, but you feel that his emotions ran a little too deep for his voice to express them. His words, oh yes, they do express them, for he is an architect of words, he builds beauty with them. He is not an actor, speaking and interpreting what other men have written, not a salesman selling his wares, but he is a creator of the beautiful in the world of sound, and more than all he is a poet, one who finds depth in the common things of life,

more color in the flowers and skies, more tone in the bird songs, more glory in the sunsets. If he is all these things, does it not seem too much to expect him to be an eloquent reader as well? And yet there was a singular beauty in his quiet, simple, direct reading. I wish he had given us "Our Lady of the Twilight." I think it is one of his best of the shorter poems:

Our Lady of the Twilight

From out the sunset lands
Comes gently stealing o'er the world
And stretches out her hands.
Over the blotched and broken wall,
The blind and foetid lane,
She stretches out her hands, and all
Is beautiful again.

Dauphin Normal News

In September the Normalites were so busy getting settled into a new routine that they had time for very little else. However, they elected their officers for the Literary Society and played quite a number of ball games. Sergeant Tompkins conducted our classes in physical drill for two weeks, and we enjoyed this part of our work very much indeed.

Our first social affair in October was a straw-stack burn and wiener roast, a mile and a half from town. We had a very enjoyable time in spite of the fact that we all got drenched on the way home.

We all attended the Teachers' Convention held here on the 13th and 14th of October. It was our first experience along this line, but it certainly will not be the last. Among the interesting lectures were those on grammar and literature by Mr. Cowperthwaite and Miss Brown's talk on France.

On the 28th of October the Normal School held their first dance in the Town Hall. There was a large crowd present and the evening was a very

enjoyable one. The Dauphinolians had a great deal to do with making the dance a success, and they certainly lived up to their reputation.

On the 27th Dr. Fraser of the Provincial Board of Health gave us lectures which we enjoyed very much.

The Normal Literary Society meets every Friday, and the meeting so far, under the leadership of Mr. Eric Archibald, president, have been very suc-

cessful. The other officers of our Literary Society are as follows:

1st Vice—Clarence Honsinger.

Secretary—Ida Crowe.

Treasurer—Lena Chemago.

Pianist—Thelma Middleton.

Editor—Alma Farenhurst.

Ass't Editor—Dorothy Hall.

Herald Reporter—Helen Buchannon.

"SNAP"

We hope all teachers are familiar with this old game. For the enlightenment of any who have not seen it played, we hasten to explain that it may be played by any reasonable number of players with any sort of cards "playing cards", number, word, geography, etc. The pack is dealt out among the players who play down on their own separate piles, face up. When any two piles have the same card on top the player captures both, who first shouts "Snap." It is carried on as a war of extermination, till the sharpest player "scoops the pack."

This simple game has been found invaluable in primary number, where it may be employed with addition and multiplication couplets producing the same answer; likewise division, fractional parts, subtraction, etc.; and with the beginners in recognizing groups of

dots or other symbols. In this work, the pupil does not yell "Snap", but calls out the answer of the combinations with like results. For instance, one card may read 4×3 and another 7×5 , the player who says "twelve" first gets both heaps.

Similarly primary classes may match words or phrases or sentences.

In either use it has a very stimulating effect on the child who is not working at full capacity. It requires little imagination on the part of the teacher to devise geographical and historical identities for a set of senior cards.

The game is valuable both as class drill and as seat work. In the latter use it should be played while other classes are being supervised in such work as drawing, writing, or manual work, where the noise is less distracting.





DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
255 Machray Avenue, Winnipeg, Man.

DR. ROBERT FLETCHER
President

A DISCUSSION OF THE REPORT OF THE SUB-COMMITTEE ON MATHEMATICS TO THE COMMISSION ON CURRICULUM REVISION

(An M.E.A. Address by A. W. Muldrew)

Mr. Chairman, Ladies and Gentlemen:

The Men's Mathematics Club, Winnipeg, was organized in the spring of 1923, with Mr. F. W. Loucks as President and Mr. H. E. Riter as secretary. Its purposes were partly co-operation in mathematical teaching and partly of a social nature. The most important piece of work that we completed was a report to the Committee on Curriculum Revision, which report I am to introduce to you to-day. The sub-committee that prepared the report were, Mr. O. V. Jewitt, Mr. H. E. Riter, Mr. H. E. Snyder and myself as scribe. Quite often Mr. J. C. Pincock was good enough to act with us in an advisory capacity. The report was presented to the Commission in the summer of 1925 and apparently favorably received.

You will understand that I am acting to-day as spokesman of the mathematics club. I have found difficulty in arranging the various ideas which should preface this report, for writers do not agree as to the type of Secondary curriculum we need and amongst our own High School teachers there are conflicting opinions. I am told that the expense of carrying out a more diversified time table would be too great, that when mathematics courses are eliminated there is a danger that they will be replaced by froth, that we are on the wrong track in letting direct values influence us so strongly for our High Schools cannot be expected to educate for life, that vocational training is impossible and attempts to give vocational guidance dangerous, that the parent is justified

in demanding the very best course leading to the University even though his child is of second rate material etc. I shall try to give you the point of view that influenced us in outlining this report. We hope that after the report is read some discussion will follow, so as I go along if you would weigh the pros. and cons. in your own mind you might be able to give some worth while contribution from your own experience.

I purpose to introduce my subject in a general way by referring to the changing curriculum of the Secondary School, then to outline the place of Mathematics and lastly to consider the report as a rational effort of the Mathematics Club to anticipate the changes as they are likely to affect Manitoba. Owing to the lack of time I cannot do more than summarize, but I know that these topics will be more or less familiar to you.

There has been a remarkable development in Secondary Education from the Latin Grammar school of one hundred years ago to the Public High School of to-day. The change has been caused by the growth of democratic ideals and by social needs. This fact should make it plain that change will continue to take place to meet changing conditions in our civilisation. We are all aware of the present tendency toward change which though most pronounced in the United States is also making itself felt in Great Britain. In Canada, Ontario and Alberta are leading the way in curriculum revision, but Manitoba is not the last to

sense the need of reorganization. A special commission was appointed in June 1923 to consider the better adaptation of schools to the needs of the communities they serve and I understand they are about ready to make their recommendations.

The school is a conservative organization. In the United States changes in curriculum are more radical than with us. Many Canadians point with pride to the product of our Secondary Schools and are somewhat opposed to the new tendencies, but we must face the fact that re-organization is in the air. We must see to it that what changes do come in are rational.

What are the causes of this revision? We may summarize them as follows: (1) The complex nature of life in the community. (2) Specialization in industry replacing domestic occupations. (3) Urbanization of our population. (4) Increase in leisure time without a corresponding training in its use. (5) Increased recognition of individual differences in capacities and aptitudes. (6) A modified conception of the disciplinary value of subjects. (7) A growing desire to apply knowledge to life. (8) A realization of the continuous development of the pupil demanding gradual promotion from elementary to secondary education.

What then are the aims Secondary Education should have? In these days when Canada is taking more prominently the status of nationhood, I do not think the purpose of education as stated in the American Secondary Education Bulletin No. 35 is unsuited. Education should develop in the individual the power to find his place and use it toward the betterment of the nation. Its aims may be summarized as (1) Health. (2) Command of the fundamental processes. (3) Worthy home membership. (4) Preparation for a vocation. (5) Worthy citizenship. (6) Worthy use of leisure. (7) Development of ethical character.

How may these ends be achieved? We know the work that is being done

by school nurses and the increasing interest in the health of the pupils. The fundamental processes must be carried well beyond the elementary grades if the pupil is to be prepared for modern life. The guide in this connection is that theory may be put into practice. In connection with the home we think of Literature, music and Household Arts for girls who are likely to be wage earners for a short time only. As to the vocation, the apprentice system having largely gone out what can be done by the school? The High School has neither the time nor possible conditions to train for vocations, but it can foster reasonable ideas concerning vocations. Worthy citizenship brings to our minds the field for learning the facts of local and federal governments, child welfare leagues, co-operative societies, etc. The idea of the responsibility of the school in connection with the use of leisure is new but important. Here music, art, literature, social intercourse, appreciation of nature and other school subjects, mathematics not being last, and recreational activities play their part. Development of ethical character and moral values as a duty of the school comes in for a good deal of discussion in these days. It is true that home and church do not control that training as completely as they did in the past. The factory system in cities, urbanization of population, elimination of home duties and domestic occupations have greatly limited home relationships and home training. The church is not the community centre that it was in the past nor has it the strong influence over all the people. The implication for education is evidently added responsibilities along moral lines. In Manitoba and particularly in Winnipeg, we find good work being done in carrying out these objectives but we still must press forward.

Let us now consider a few conditions and tendencies. We are aware that the Junior High School is in operation in Winnipeg—lessening the abrupt break between elementary and secondary education, introducing to our

pupils some secondary subjects to keep them interested in continuing their studies and giving them an opportunity of discovering their aptitudes. There are more and more opportunities for specialization in the High School, and a closer approach to the unit system. You may not be aware that it is possible by law for a school board to raise the age for compulsory attendance to fifteen years. The enrollment in Winnipeg High Schools increased 45% between 1921 and 1925, and has almost trebled since 1913. 8.2% of our pupils were in High School in 1918 and by 1925 over 11.4%, in 1911, 27% of our population attended school, in 1921 35%. These figures show the tendencies. In the United States in 20 years the percentage of pupils taking Secondary Education trebled and yet even now not more than 1/3 of the pupils entering the public school reach high school. Our Winnipeg figures correspond very closely to this. The percentage reaching high school now is about 34% of those who began Grade 1. Such large percentages of pupils receiving Secondary education is not to be found in any countries except the United States and Canada. Yet it should be our aim that all normal pupils should continue at school even up to the age of eighteen.

In Ontario the compulsory age limit is sixteen. This had increased the enrollment in secondary schools by 74% from 1921 to 1925. Courses of study have been revised to lessen congestion and to give greater latitude to local educational authorities in providing courses to meet special needs. A revised curriculum such as is expected to be constructed in Manitoba has been giving general satisfaction. Many schools now called Vocational schools, though not purely vocational have a vocational bias.

I would like to read a quotation from a British report.

"Primary education until the age of 11 years; then secondary education until 15 years, the limit of compulsory attendance being raised to this age:

such are the salient recommendations of a committee, appointed by the British Board of Education, after three years' study of the question of the proper education of the adolescent. Secondary education is to be given in two types of schools; Grammar Schools now existing which follow a predominantly literary or scientific curriculum with a five years' course; and new schools to be termed "Modern," with a four years' course, the last two of which will take a practical trend. These schools are to be housed either in special buildings or in the senior class-rooms of the elementary schools.

Of the courses for the last two years in these schools the report says: "They should not be merely vocational or utilitarian, 'yet the treatment of the subject in the curriculum should be practical in its broadest sense and brought directly into relation with the fact of everyday life.' The school work should be connected 'with the interest arising from the social and industrial environment of the pupils.'" The report continues:

"Modern schools and senior classes should give a practical bias to the curriculum in the third or fourth year of the course. This bias should be introduced only after careful consideration of the local conditions and upon the advice of persons concerned with the local industries. It should not be so marked in character as to prejudice the general education of the pupils. Adequate provision should be made for the needs of such pupils as may gain greater advantage by following a more general course of study."

The committee further suggests the encouragement of junior technical schools and junior art departments; and would provide for the transference of promising pupils from modern schools to grammar schools, and vice versa, in keeping with their talents and desires.

Dealing with the vocational training in the proposed modern schools, the report suggests that the "bias" should be introduced only after careful con-

sideration of local economic conditions and upon the advice of local employers and employees. To discover the type of school best suited for the child entering upon secondary education there is recommended a written, and if possible also an oral, examination.

This is a rather notable contribution to an educational discussion which is going on here in Manitoba, as elsewhere. The English newspapers appear to agree that the report marks an epoch in educational affairs, both from the point of view of laying down a continuous educational course and as enunciating the State's responsibility for secondary education. All normal children, not a tiny minority as now, shall go on, if this report is adopted, to some form of secondary education. This is the outstanding feature of the recommendation. Developments in Canada so far as secondary education are concerned have progressed much further than in England. The argument here revolves not around the provision of secondary educational facilities but as to whether every child of 11 plus, as the English reports puts it, is capable of secondary education. The British, after a long experience with the system which limited secondary education to the few, are now advised by their experts to enforce attendance of all children at secondary schools until the age of 15. This finding will strengthen the resistance of the movement of this continent to limit secondary education to those with special mental qualifications. The

British have come to the opinion that an elementary education is not enough for the citizen of a modern democracy.

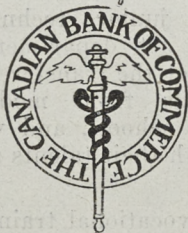
There remains, however, the question of what kind of secondary education. Perhaps the English differentiation of types of schools may meet this situation there, although in this country at least school boards, if the plan were adapted to our circumstances, would still have to struggle with the parent of grammar school aspirations whose child has modern school abilities. Looked at, however, from the educational viewpoint and subtracting the human (parental) equation, it would appear that the English committee's recommendations fairly cover the case of children of high intellectual gifts as well as those of a practical turn of mind. Undoubtedly the problem of secondary education will ultimately be solved along the lines indicated in these recommendations."

(To be continued.)

C. H. Enderton & Co.

Real Estate Investments
Mortgage Loans
Insurance in All Branches
Stocks and Bonds

222 Portage Ave. Winnipeg



To Those Who Travel -

WE offer Travellers' Cheques payable in any part of the civilized world.

THEY provide the safest and most modern way of carrying travelling funds and are obtainable at any of our branches.

The Canadian Bank of Commerce

Kindly mention the Western School Journal when writing to Advertisers

Overseas Education League

Under the Auspices of

The Government of the Dominion of New Zealand; The Government of Newfoundland, and the Departments of Education of Manitoba, Alberta, Saskatchewan, Ontario, British Columbia, Quebec, Nova Scotia, New Brunswick and Prince Edward Island.

Second Annual Holiday Summer School in French PARIS July and August, 1928

Owing to the great success of the SUMMER SCHOOL IN FRENCH, organized and held by the OVERSEAS EDUCATION LEAGUE in PARIS during the summer of 1927, the Honorary Organiser has been urged to continue the school during the summer of 1928. For this purpose the LYCEE VICTOR DURUY, Boulevard des Invalides, has again generously been placed at the disposal of the LEAGUE by the FRENCH MINISTRY OF EDUCATION.

STEAMSHIP ARRANGEMENTS

EASTBOUND. By the "EMPRESS OF AUSTRALIA", July 4th.

WESTBOUND. By the "EMPRESS OF SCOTLAND", August 25th.

Alternative Transportation arrangements can be made.

COSTS

Round Trip Ocean Passage, Round Trip Rail (between Cherbourg and Paris or Southampton and London, Ocean and Rail Gratuities, together with Government Tax, use of Deck Chairs, and Travelling Incidentals throughout, Baggage Transfer and Meals on French Trains and FULL BOARD AND RESIDENCE at the LYCEE VICTOR DURUY together with FIVE DAYS IN LONDON.

TWO HUNDRED AND EIGHTY-FIVE DOLLARS (\$285.00)

Tuition and Staff Fees will be divided per capita and will not, it is estimated, exceed Twenty-Five Dollars

LONDON VISIT

From July eleventh to sixteenth the party will be in LONDON, where suitable Hotel or Hotel Accommodation will be provided.

FOR ALL FURTHER INFORMATION, Descriptive Circular of SUMMER SCHOOL, Syllabus of Courses, Alternative Transportation arrangements, and Application Forms,

Apply to:—

The Honorary Organiser, Overseas Education League

BOYD BUILDING

WINNIPEG, MAN.

You Can Start At Anytime

any Grade XII. subjects for June examinations. Inspectors and teachers all over the Province are endorsing our work. THEY KNOW the value of a 1st Class Certificate. Some students can study alone, with doubtful results. Our expert tuition saves time and worry and makes results certain.

If you have a "heavy" school or a difficult subject to teach get our "Teachers' Helps"

MANITOBA CORRESPONDENCE COLLEGE LTD.

208 Kensington Building

Winnipeg

PITMAN Shorthand is written in accordance with definite rules founded on sound principles. There is no question of "abbreviate as you please." The rules are mastered and they are applied. The method of application is regular, and it is as applicable to the reporting of the most difficult character as to the taking of an ordinary business letter.

PITMAN SHORTHAND

Simplest

Swiftest

Surest

BOOKS YOU NEED

Mistakes in Teaching and Training
with suggestions to teachers, By Jas. L.
Hughes. New, \$1.00

Prairie Agriculture for High Schools
By H. C. Andrews. New, \$1.25

Public School Agriculture
By J. H. Hutchison. New, \$1.00

Modern Practice in Teaching Composition
317 pages. \$1.50

The Maritime Provinces
First Volume of a series of Geographic
and Industrial Readers of Canada—other
books of the series in preparation. New
\$1.00.

Romance of British Columbia
A most interesting Supplementary Reader
for the Middle School. New, \$1.00

Learning to Speak and Write
With invaluable suggestions for the teach-
ing of Composition. Bk. I and Bk. II.
Each, 50 cts.

School and Community Song Book
(New Enlarged Edition)
By Drs. Vogt and Willan. 60 cts.

Wild Plants of Canada
A comprehensive Canadian Flora. A
very necessary field book. \$1.00

Commercial and Economic Atlas of
Canada

Indispensable for commercial classes.
Revised to date. 60 cts.

Gage's Clear Type Dictionary
30,000 words. 40 cts.

Beginners' Primer 30 cts.

Le Français par la Conversation
An invaluable elementary text. By G.
Brunet and W. C. Ferguson. 90 cts.

History of Canada for High Schools.
By D. McArthur. \$1.00

Document Files
New—to contain papers detached from
book-keeping outfits. Set of 8 envelopes
with printed title. 10 cts.

Chemistry Manual
By Evans and McFee—Suitable for use
with any text. 75 cts.

Art Outlines
By Miss Kate Coleman. A helpful
teacher's manual for use in the Art
class-room. 50 cts.

Physiology and Hygiene
By Drs. Ritchie & Caldwell—Revised by
Miss Jeane Browne and Col. Geo.
Nasmith—A comprehensive and interest-
ingly written book for Public School
use. 65 cts.

Handbook for Smith & Roberts Arith-
metic

With separate text book of one book
course which the Handbook follows \$2.00

Write for Special Price List of Maps

W. J. Gage & Co. Ltd.

Toronto

The Old Problem

What to give for
CHRISTMAS?



**ORDER
YOUR CHRISTMAS
TABLE SUPPLIES
FROM THE
EATON
GROCERY
CATALOGUE**



**ORDER
EARLY**
for
CHRISTMAS
and avoid the Rush

If you order early you will be assured of speedy service. You will also indicate to us those lines which be in greatest favor and allow us ample time to replenish our stocks. **SEND YOUR ORDER NOW AND BE SURE**

Simplify Your Christmas Shopping Buy from **EATON'S CATALOGUE**

When you can't think what to give Brother John or Sister Mary; when you just can't decide what would be the right remembrance for Uncle and for Aunt and for all those kind friends; when you wonder how you are ever going to satisfy all the requests of Junior and the kiddies—

Then consult your **EATON** Catalogue—turn through its many pages of Christmas suggestions, and as you go down your list, checking off one name from one Catalogue page and one from another, you will find that what seemed a great problem was really a very simple and pleasant task.

You will find, too, that your Christmas budget will go much further than you expected, and you will have the satisfaction of knowing that the gifts you buy will be in quality, style and finish exactly as represented.

THE T. EATON CO. LIMITED
WINNIPEG CANADA

"TEACHING"

Instruct with Lantern Slides

An entertaining educator and instructor, infallible and truthful to the last detail, leaving not the shadow of a doubt as to what is meant. This form of instruction is being better understood and appreciated by Teachers, as an invaluable help in their work.

Write for our illustrated catalogues on
Lanterns and Lantern Slides.

Taylor's Limited

274 Carlton Street
WINNIPEG

BRYDGES & WAUGH, LTD.

Toronto General Trusts Building
363 MAIN ST. : WINNIPEG

FIRE, LIFE, ACCIDENT
PLATE GLASS, AUTOMOBILE

INSURANCE

FIDELITY BONDS

RENTAL AGENTS

REAL ESTATE

PHONES: A6815-6-7

CITY PROPERTIES

RENTAL and REAL ESTATE

ALLAN, KILLAM & McKAY, LTD.

REALTORS

364 Main St.

Est. 1893

Winnipeg

McConnell's Maps — Set 4, Ancient History

44x32—38 maps—price with adjustable stand or wall bracket \$49.50.

This series covers the field of Ancient History as outlined by the famous Committee of Seven. The thirty-eight maps in the set furnish the geographical background necessary for an understanding of this field of history.

Outstanding features of the set are:

- (1) The close relation between the name of each map and the topics studied in this field;
- (2) The two general reference maps;
- (3) The proportional distribution of the maps over the entire field; and
- (4) The emphasis placed on the location in time of each map.

THE SET IS LISTED AS FOLLOWS:

- | | |
|---|---|
| 2. The Field of Ancient History, Asia. | 23. General Reference Map of Ancient Italy. |
| 3. The Field of Ancient History, Europe. | 24. The Early Inhabitants of Italy, 750 B.C. |
| 4. Ancient Peoples. | 25. Rome's Conquest of Italy, 510-264 B.C. |
| 5. Ancient Empires. | 26. The Mediterranean World, in 264 B.C. |
| 6. The Persian Empire about 500 B.C. | 27. The Roman World, 218 B.C. |
| 7. The Aegean World about 1000 B.C. | 28. The Roman World, 133 B.C. |
| 8. Greek and Phœnician Colonies, 500 B.C. | 29. General Reference Map of Roman World. |
| 9. The Greek States, 490 B.C. | 30. Caesar's Conquest of Gaul, 58-50 B.C. |
| 10. The Greek and Persian Wars, 500-479 B.C. | 31. The Roman World, 44 B.C. |
| 11. The Athenian Empire at its Height, 450 B.C. | 32. The Roman World, 14 A.D. |
| 12. The Peloponnesian War. | 33. The Roman World, 117 A.D. |
| 13. Theban Supremacy about 362 B.C. | 34. The Roman World, 337 A.D. |
| 14. The Rise of Macedonia. | 35. Palestine, 1025-722 B.C.; also in time of Christ. |
| 15. Campaigns and Empire of Alexander. | 36. Rise and Growth of Christianity to 400 A.D. |
| 16. Divisions of Alexander's Empire, 301 B.C. | 37. Mohammedan Conquests at their Height, 750. |
| 17. Divisions of Alexander's Empire, 200 B.C. | 38. Migrations to 476 A.D. |
| 18. The City of Athens. | 39. Europe after the Migrations, 500 A.D. |
| 19. General Reference Map of Ancient Greece. | 40. Europe in Charlemagne's Time. |
| 20. Aetolian and Achean Leagues, 229 B.C. | |
| 22. The City of Rome. | |

GEO. H. DAWSON - Stittsville, Ont.

Eastern Canadian Representative

TUNNELL MAP CO.

GOSHEN, IND.

Kindly mention the Western School Journal when writing to Advertisers

A-C
CO.**ANDERSON - CURRIE EQUIPMENT**

ACE

To all Trustees and Teachers:—

1927 IS NEARING ITS CLOSE

This Company is thankful that it has been able to serve satisfactorily a much greater number than was our privilege in 1926—our first year. We have found a response to what we believed to be a need for a School Equipment Company here in Winnipeg and Saskatoon. Trustees and Teachers alike seem to believe with us that a monopoly works like an octopus grabbing all within its reach.

We wish you a Merry Xmas and a Happy New Year in 1928, and assure you that, as long as our services are acceptable to you, WE SHALL NOT FAIL to bend our every effort to secure for you good equipment at reasonable prices.

It is up to you. It is our hope that 1928 will see our sphere reach yours, that we each may profit. We offer "Anderson-Currie Equipment" listed below at prices favourable to you—quality considered.

Write or wire us collect for prices.

ANDERSON-CURRIE COMPANY

Per JOHN E. CURRIE.

Anderson-Currie Equipment "ACE" High Quality**SCHOOL DESKS**—Standard, Adjustable, Movable Chair.**Kaustine**Combination Heater and Ventilator.
Sanitary Toilets and Septic Tanks.
"Kaustine" Chemical.**BLACKBOARDS**—Permaroc, Duroplate, Slate.**SCHOOL MAPS**—(Get our price before you buy.)**ANDERSON - CURRIE COMPANY**1 and 7 Imperial Bank Chambers,
Winnipeg, Man.Box 806
Saskatoon, Sask.

ACE

A-C
CO.

Kindly mention the Western School Journal when writing to Advertisers

ANDERSON-CURRIE EQUIPMENT

"ACE"

ANDERSON-CURRIE COMPANY

ANDERSON-CURRIE COMPANY

"ACE"

ANDERSON-CURRIE EQUIPMENT

Christmas Vacation and Additional Equipment

The School period just closing has undoubtedly revealed the necessity of installing additional equipment in your School.

The Christmas Vacation is a most opportune time to fill this need.

Use the "Hendry" Catalogue as your guide in making your selection. It contains everything you will need—every item is carefully selected and the best of its kind.

Send in your orders early and ensure prompt delivery

The Geo. M. Hendry Company, Limited, take this opportunity to extend to their numerous friends—School Trustees—Secretaries—Teachers, their sincere wishes for a very happy Christmas and New Year.

THE **GEO. M. HENDRY** CO. LTD.
EDUCATIONAL SUPPLIES
129 ADELAIDE STREET, WEST TORONTO 2



When purchasing
SCHOOL DESKS
be sure to specify
"PRESTON"

The constant hard usage of the School-room demands Desks of proved worth—durable and rigid in construction, simple in operation, and backed by makers of known reliability. All these qualities are embodied in "PRESTON" seating.

They will last a lifetime and cost next to nothing for maintenance.

MANUFACTURED BY

The Canadian Office & School Furniture Co., Ltd. - Preston, Ont.

Representatives for Alberta and Saskatchewan:—Western School Supply Company, Regina, Sask.
Representatives for Manitoba:—Christie School Supply, Limited, Brandon, Man.

Kindly mention the Western School Journal when writing to Advertisers